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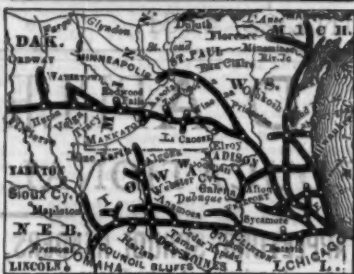
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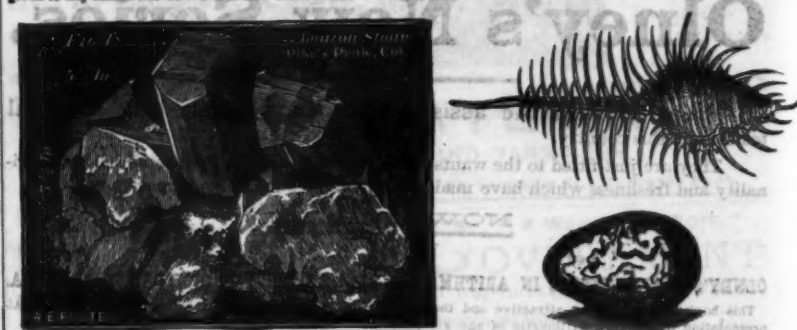
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New York, June 25, 1881.

Keep us Posted.

Let every reader of this paper send us word of the time when will occur either the Institute, the County Associations, the Town Association, or the time for Examination. *Keep us posted.* Some attend to this matter, others "let it slide." Send us papers containing educational news. And generally be on the alert. Be in all senses a *live* teacher. Let every reader be sure and tell us of the time and place of holding every town, city, county, or state association that he may know of. If it is an institute tell us the name of the conductor and any other facts. It is time that EDUCATIONAL facts were known and published.

Why this effort to get an educational office? Because it becomes a stepping stone to something else; and because it enables one to dispense places in the schools to the sons and daughters of his friends. The man who does not avail himself of aid from the politicians is not wise. Politics is stronger than merit; but we advise merit to employ politics, if necessary.

The influence of the politician is very perceptible among the educational machinery. He is beginning to consider the field one not to be despised at all events. If a man is hungry for office and will have something, why then make him Superintendent or Commissioner or Trustee. It is said that men who could not write their names have held the office of School Commissioner in the City of New York! This qualification they do not lack at present; it is believed that most of the trustees have laid aside their X marks.

The expression "I owe all I am to my teacher," is the final tribute. Take that away and what is there left. Let the teacher show his houses, lands or stocks, accumulated with much economy, and not be able to show men and women who are what they are because he lived among them, and it is to be feared that he has mistaken his calling. After all, the reward the true teacher seeks above all things else, is the renewed mind, the ennobled purpose, the developed powers. Somehow to make things better than he found them is in the heart of all who live worthily.

BETTER views are being obtained of the place the school should occupy. John Stuart Mill says, "The aim of all intellectual training for the mass of the people should be to cultivate common-sense, to qualify them for forming a sound practical judgment of the circumstances by which they are surrounded." If this be true the question will arise, is this the aim of the teacher's work as seen in our school-rooms? Do those who examine schools examine to find these results? This is just where we differ from the general management of the children. We hold the children do not get what they need.

We would like to know what is to be come of the Metric System. Is it to be introduced? If you say, yes, then we ask what are you doing about it? Have you bought a half meter of the Metric Bureau, 32 Hawley St. Boston, price, two cents? You could daily exhibit this to your pupils and thus help on a needed reform. And how about the Spelling Reform? If you want to help that you can tell your pupils how much better it will be to spell according to the new fashion; you can put on columns of words on the blackboard in the ordinary spelling and beside them the same as in the reformed spelling. For there will be a generation that will need to know how to spell both ways.

WHAT shall the children study? Let us hear the views of Prof. Huxley, a man whose thought on any subject is worthy of profound attention. "Also with a due proficiency in the use of the means of learning, a certain amount of knowledge, of intellectual discipline and of artistic training should be conveyed in the elementary schools; and in this direction I can conceive no subject-matter of education so appropriate and so important as the rudiments of physical science, with drawing, modelling, and singing." Most schools end their work without any "rudiments of physical science, drawing or modelling." They teach the elements of the three R's, and leave the vast field relating to the ordinary phenomena of life untouched. Where does the artistic training come in? The children need about the same food as their parents when they sit at the table, and they need as wholesome mental food. This will necessitate ability in the teacher, it will require steady studying.

Self-Improvement.

The teacher must make definite progress himself as well as command it in others. There is no hypocrisy greater than painting to young minds the excellence of walking in wisdom's ways and not taking a step there yourself. Probably a great majority of those who teach are also learners. Here is an example.

Miss S. D. H. was a farmer's daughter; she had honest Quaker blood in her veins. Undertaking a small country school she felt her heart stir within her to acquire all knowledge; but the opportunities—ah! they were so few. In the fall a County Teachers' Institute was held and here she heard discourse that strengthened her purpose. She obtained books and began on History, then Literature, then general Philosophy, then German, then French and then Latin. Now she felt she must go to some school. But how get the means? She borrowed of a neighbor and went to the best school for women in the Empire State and graduated. Now she was appointed as preceptress in a Union School in her county and her influence was felt far and wide. Long will her pupils remember those "golden days!"

She incited to study Literature and hundreds of young woman looked into Shakespeare, Milton, Goethe and Schiller. The latest fashions were little discussed there. She was the admiration of the young men because she could fit them for college, as well or better than the principal. Here she wrought for many years and wielded a powerful influence. It was often said in jest that "Miss H. is the reigning power here; the sun asks her leave to shine." And yet no one could have been more retiring, more reserved. Her communion with the best minds had imparted power to her mind, and this was felt by all who knew her.

The teacher can do but little more than incite self-improvement. But can she do this if she do not practice it?

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

The Tonic Sol-fa System.

By THOMAS F. SEWARD, Orange, N. J.

The tonic Sol-fa system of teaching music is attracting much attention at the present time and doubtless any light thrown upon the subject will be welcomed by your readers. I, therefore, write to say that I have tested the system thoroughly during the past year, and find it to be all and more than is claimed for it. I have taught it in two large public schools, in four private schools and in various evening classes, in the old-fashioned singing school style. The results are truly remarkable, and if the time-worn ejaculation *eureka* can ever be permitted in these modern times, it must be employed in this case. It is the first thought of every earnest teacher who begins use it and sees its capabilities opening before him; "We have found it." And what have we found that stirs our enthusiasm to such an unwonted degree? We have found something that makes music just as simple as we have always in our hearts believed it to be, but which the old methods have tried to prove it not to be, and have unfortunately, succeeded quite too well in the false impression they have created on the public mind. I will not occupy your valuable space with any theories of my own, but simply state what the Tonic Sol-fa system invariably proves wherever it is intelligently used.

1st. It proves that the study of music can be made just as easy and comprehensible to the average mind as any other study.

2nd. It proves that music is a language, and that the reading of that language can be made just as much a matter of certainty as the reading of English or French, and in much less time.

3d. It proves itself to be, in the highest and best sense of the term, a *natural method* of study, and demonstrates that only by such a method can the mysteries of the staff notation be grasped by nineteen-twentieths of the human race.

4th. It proves that because it is a natural method, a good teacher can teach it, whether especially musical or not, (given, of course, sufficient musical ear to sing the scale correctly.) Heretofore, by reason of the complications of the staff notation, none but musicians could undertake to teach it. Yet one may be a thorough musician and yet lack every qualification of a good teacher. Tonic sol-fa puts the subject in such a shape that the teacher can teach it. As this is an educational journal, the importance of the above principle will be recognized without any necessity for further explanation.

At a concert at our public hall on the 16th of this month I gave what our English friends are accustomed to call a "demonstration" of the tonic sol-fa system and its results. The class (of nearly 100) sang with great accuracy diatonic and chromatic tones, in every possible order, as called for by name and by "manual signs." Changes of key were made in obedience to signs of the hand so rapidly that no professional musician could follow them. A sight-reading exercise is thus described by one of our local papers. The climax was reached when folded papers containing an original exercise, filled with all manner of sharps and flats and naturals were passed to the pupils, opened at a given signal, and sung at first sight by the full chorus without the least hesitation. Copies of the music, in staff notation, were in the hands of the audience, and the accuracy of the rendering was apparent to every one at all acquainted with music. It seemed almost incredible that these pupils had not previously seen and practiced this exercise, but we are assured that they knew nothing of its character, and certainly they were not given time even to look it through. Professor Seward, moreover, informed the audience that he had shown the exercise, after composing it to a number of professional musicians, and not one of them had been able to read it right off. There must be some unrecognised excellence in a system that can thus enable children to overcome the ordinary difficulties of singing by note, and render a piece full of accidentals without hesitation or mistake.

A very important question, one which may be regarded as a test question as to the adaptability of the tonic sol-fa system to public schools is this: "What impression does it make upon the regular teachers, who must direct the daily practice, if there is any, and who are the best judges of the practical results of the system?" My answer to that question is the following testimonial, in

my possession, which is signed by every teacher who had anything to do with the music in the six schools in which the system has been taught. "We, the undersigned, having witnessed the results of the tonic sol-fa system of teaching music in our schools during the past year, gladly give our testimony to the value of the system. It presents the facts and principles of music so naturally that all classes of minds seem to grasp them with ease and pleasure. It is so easily comprehended that the interest of the pupil is awakened at once and is never afterwards diminished. Classes are enthusiastic in the study where they were formerly indifferent and restless. The ability to read music seems to be placed by this method on the same plane as the reading of a language, and we see no reason why it should not become as universal. The longer the study of the system is continued the greater is the development of intelligence in the pupil, and the results become more surprising with each step of progress that is made."

I do not wish to trespass upon your space but if music is thus brought within the reach of all, the "good news" ought certainly to spread far and wide. I expect to teach the system at Chautauqua this summer, both during the "Teacher's Retreat," and the "assembly." This will afford an opportunity for many teachers to acquire it sufficiently to begin at once to use it in their schools.

Industrial Education.

By JOHN McMULLIN, New York.

How can industrial education be most pleasantly and perfectly given?

As to chemistry, I was taught it in the old-fashioned way. At college we took notes of the professor's lecture and were examined on them, but we saw very few experiments and we were never allowed to handle anything. When I began my school I employed Professor H. to give chemical lectures to my scholars once a week. Pretty soon, however, I asked what he would charge to sit still and touch nothing, but allow my boys to do all the work.

"Why," said he, "they'll break things."

"Yes," said I, "you must take that into account."

After some thinking he said he should have to charge me five dollars an hour. I told him I would try it. The first lesson convinced me that I was on the right track.

He said to a boy: "Find among those bottles one labelled 'Sulphuric Acid.' Now take out that glass stopper."

"I can't."

"Light that spirit lamp and hold the neck of the bottle above the flame, so as to heat and expand, but not to crack it."

The boy hesitated, and the Professor showed him how to do it.

Replacing the stopper he said: "Now pour out ten drops of that acid into this test tube."

The boy took out the stopper and laid it on the table.

"There is some acid on that stopper and it will burn Mr. M's table."

"What shall I do?"

"Dip it into that pail of water, and then lay it on the table."

After the ten drops were dropped into the test tube the boy put the bottle down upon the table and put in the stopper.

"Now," said the Professor, "do you see that little drop that is running down the side of the bottle? As soon as that drop reaches the table it will burn too. Twist the ground-glass stopper firmly in the neck of the bottle; turn it upside down, and dip the neck and upper part of the bottle in the water."

This was done, and I felt sure that under such cautious teaching the boys were safe. They were then taught how to bend glass tubes and make their own apparatus for collecting gases.

The Professor kept his word, and touched nothing except when it was absolutely necessary. The boys were intensely interested, and made wonderful progress.

In fact I saw boys in my school make more real practical progress in chemistry than I made in three years in college.

Toward the close of a winter of such instruction one of them came to me and said: "Mr. M., will you give me one of your visiting cards?"

"What for?"

"Why, sir, we have been told that there is a certain

metal used in enamelling visiting cards, and we have been directed to find out what it is."

I gave him a card, and was told not long afterward that one of them had found it out.

Some years after this I had two of my own sons in my school, one of eight years and the other of ten. I asked Professor H. whether he could teach this practical chemistry to boys as young as that. He said he could; so I got up a class of such small boys large enough to pay him for his trouble, and turned them over to him. Being very much occupied, it was some three weeks before I could look in upon them, and when I did was very much astonished to see these little fellows making their own oxygen and hydrogen gases, and performing experiments with them such as I used to look at with wonder when I was a college student.

Any man of means may have this done for his own family and in his own house, for with experienced men like Professor H. every danger is foreseen and avoided, and little boys and girls can be taught with wonderful rapidity and delight the composition of all things around them. No preparation is needed, for the Professor brings with him all that is necessary. Nothing is wanted but a kitchen table and a pail of water, with a pitcher and perhaps a coarse towel.

Professor Joseph Henry once said to me, "Experiments are questions that we ask of Nature, and if the question be properly put she always tells us the truth." Whoever may try it will, I think, confess that few sights are more pleasant than a group of eager young people around a table, reading in the great book of Nature, and putting questions to her under the guidance of a competent teacher who carefully allows them to manipulate everything and thus learn most rapidly and most thoroughly, while he prevents their drawing false inferences from what they may observe.

For the SCHOOL JOURNAL.

Supplementary Reading.

By B——.

The excellent article on "Supplementary Reading" in THE JOURNAL of June 11th, suggests the truth lying behind all, and sadder than all there spoken of; that many, very many teachers are themselves as ignorant of the meaning of literature as are their unfortunate pupils.

How can such "blind" ones lead?

Of what use to say to one whose literary model is Mrs. Southworth, and who keeps Waverly magazines in her desk for perusal at recess, "You should advise and lead your pupils in matters of literary choice."

Of what use to expect one whose time out of school is spent in silly chattering or some equally silly though less harmful fancy work, to exert an influence that shall stimulate those around, whether in school or out, to investigation in literary fields.

These queries must have suggested themselves to many who have groaned in spirit and sighed, "How long—how long?" Fervently trusting that some have read and taken to themselves a reproof, I desire to urge them to consider this subject seriously.

Will it not pay you to at once set about a reform? Does not your own consciousness tell you, you have been making a great mistake?

Does not the same consciousness whisper to you that the results referred to in the article on Supplementary Reading are but a part of the consequences of your mistake? Can you not see that if you are satisfied with anything less than the best in all that pertains to intellectual development, or are unwilling to make the necessary effort to become not merely a leader, but a discreet and intelligent leader for your pupils. You are, in holding your position as their teacher, making an irreparable mistake?

How shall you begin in this matter of literature? Drop all reading that has not a literary excellence.

How shall you judge? Take the judgment of those who are acknowledged competent critics.

You do not need to be told that Bryant's poems are considered among the best, nor are you unaware that Wordsworth is a great name. You hear of Mrs. Browne's writings, and of Thymper's descriptions of mountain accounts.

You know that the papers and magazines are full of the excellence of Carlyle's historic works. Yet these things pass you by unheeded and you know not what you are doing. Your taste has never been cultivated in this direction and you will not at once find pleasure in such writings as Whittier's "Snow Bound" or his "Songs of

labor," but study them. You will find that which will repay you a thousand fold, and as no novel you have read has ever done.

One volume of Whittier, studied faithfully, with an earnest desire to discover its beauties of thought and expression will make your heart swell with pride in your new acquisition.

A single poem of excellence, if you can obtain no more, read until you catch every thought embalmed in its rich flow of refined expression, will give you a fine start in literary fields. Read books that are acknowledged the best, and read no others; and if they yield you small pleasure, say the fault is mine, and strive by every means to rouse your spirit from its stupor, and to crawl, if it cannot fly toward a finer appreciation of things admirable. You will no doubt soon find developed in your own mind a power of judgment unsuspected and your old time reading matter will appear as trash.

It is in this way that music teachers drill their pupils. They cause them to practice the "old masters" until such a taste for the best in music is formed, that nothing less is satisfactory. There are many honest hearts, I doubt not, which admit a need of just this sort of education. If this be true, you owe it to yourselves and to your pupils to go to work at once, and take to spur you on, the fact that to-day those who write for teachers, are not striving so hard to say something, as to use such language in expressing their thoughts as shall come within the comprehension of the average teacher. Think of that! Do not be afraid of having too high a standard. If you cannot find delight in reading and making your own the best thoughts and expressions of the most cultivated minds, how are you to understand and appreciate the intricacies of that most wonderful and interesting thing, which to wisest students is a constant mystery, the mind of a child?

If you have not for yourself a great and good standard of excellence in literary works, how shall you direct the boys and girls to such reading as shall yield unceasing joy within the heart, and a soul growth which shall delight God himself?

For the School Journal.

Answers to Some Questions.

By W. C. PAYNE.

"How shall I make my pupils remember so as to reproduce what they have heard?"

A pupil can reproduce any thing which he can fully grasp and understand, and which is related to that already firmly fixed in his mind, but he cannot remember and reproduce anything which is beyond his comprehension; and many useful facts which the pupil is able to appreciate and remember are lost through being placed before him at an unsuitable time or in an injudicious manner, and often clothed in language which he cannot easily understand and appropriate.

The first questions to be considered are, what facts should be given the pupil aside from those contained in the text books, and when should these facts be given?

Before the teacher can answer these, he must make a study of the mind of each pupil, and learn its caliber, contents and power so that he can lead the pupil on step by step, systematically adding to what he already has, thus awakening fresh interest, for the pupil will tire of ideas entirely new as well as of an old story, but will be interested in that which he partially knows.

In the same manner the teacher must always build upon the concrete, going from that to the abstract, and never vice versa; for instance, show with objects that 2 groups of 3 each make 6; then develop a statement that $2 \times 3 = 6$; then the multiplication table, then the rule. Taking the text book, let the teacher explain the lesson as set forth in it and introduce facts concerning and hinging upon it, and relating to a previous lesson. In doing this the teacher should arrange his facts in a natural order, always seeing the end from the beginning and having a definite plan of procedure, letting facts already in the pupil's mind form a foundation for what is to follow, or the facts, no matter how useful and interesting in themselves, will be like "a house builded upon the sands."

Secondly: in what words should these facts and ideas be clothed?

For the smaller pupils the sentences used should be composed principally of words used in the reading lessons, and in no case should many new words be used at a time, and these used should be looked up, or explained by the teacher, and fully understood by the pupil before they are

left, and even then they should be recalled in a succeeding lesson. All ideas should be clothed in words familiar to the pupil, the language being that of the pupil (minus the errors,) rather than that of the teacher, and technical language should only be used after being thoroughly understood. I have known a teacher to explain the motions of the earth to primary pupils using such words as "orbit," "circumference," "diurnal" and "annual" without the slightest explanation of their meaning. She evidently was well satisfied, but her scholars were delighted when she had made an end of speaking, for they had understood no more than they would had she told them that "the lunar satellite of our terrestrial orb formed a part of the solar system."

In order to fix the facts in the pupil's memory, let the pupil repeat their substance in his own words, when he may be corrected and the teacher may know whether or not he is understood. It is also a good plan to have the pupil write the substance of the lesson in brief abstracts and synopses and to encourage the pupil to discuss the subjects in the class, for when you can get the pupil to put forth a good original idea a great object is attained. The teacher should use illustrations freely and let them be taken from familiar objects and occurrences. Reviews and examinations should be frequent, in which the pupil is held responsible for portions of the information given orally. This will help the pupil to classify and clinch his knowledge.

However, in following out any program, the teacher cannot expect to meet with great success in awakening interest, encouraging thought, or developing power of expression unless he is a conscientious worker thoroughly in earnest, enthusiastic and in sympathy with his scholars.

A School Exhibition.

I happened one day to see a writing desk made by one of my boys in his leisure moments. The maker was a lad of fourteen, and the dullest of comprehension, the slowest of memory and of speech in my Latin class, yet not an imbecile or a stammerer, but one with whom private conversation was far more interesting than any attempt at recitation. As a scholar his reputation was far below zero; and few of his school mates knew that he was good for anything else. The sight of this beautiful desk, the product of ingenuity, patience, and skill which would be creditable to a journeyman cabinet-maker, set me upon a new train of thought. Here was the very thing for which I was seeking. I would cause each scholar to see what the others were doing in their out of school hours. Our session is from 8.30 A. M. to 1.30 P. M. (a half hour later in summer), and thus, though finding it necessary to use some time in the afternoon or evening for studying, our scholars have considerable time each day in which to follow their own devices. Many of them, but not all, would be able to show some tangible result of the play or work which they pursue. To see collected in one place the product of each other's leisure activities would be a pleasurable object lesson, from which they might learn to estimate their companions and themselves by a broader principle of comparison.

Therefore after deliberation I arranged for an "Exhibition of Handwork," to occur on the last day of the term, Dec. 17, 1890. Four weeks in advance I spoke to the scholars as a whole, stating my general plan, and inviting comments and suggestions from them in private. This I followed up by talks with individual scholars, especially with those whom I knew to be skillful in drawing or painting, in needle work or carpentry, or in making collections of plants, insects, coins, or postage stamps. These were at once enthusiastic, and promised contributions. I continued occasionally to allude to the matter, both when addressing the assembled school and also in private. The larger number would say, "I do not know what to bring," "I would like to, but I am ashamed to show anything of mine." Such diffidence and lack of definite choice were bridged over by suggestions to bring what each liked best, to talk with mother about it, and sometimes by sending an older pupil to urge the timid one to bring some article known to be meritorious. Very soon the "Exhibition" became a common topic or conversation at recesses.

About a week before the eventful day I appointed five committees to receive, mark, and arrange on the tables, all specimens exhibited. The titles indicated the kind of articles expected; they were, the Committee on Drawings and Paintings, on Needle-work and Fancy Articles, on Cooked Food, on Wood-work, and on Miscellaneous Articles.

Exhibitors were requested to notify the committees in advance of their intended contributions. During the next week it was possible to hear now and then some one praising another's work, of which a glimpse had been caught. It being just before Christmas, many of the articles were kept in profound secrecy, of course.

This week, by the way, was the time for our bi-monthly examinations, and for the tedious reviews which naturally precede them, and was very exacting upon the scholars; yet I could not discover that interest in the coming exhibition affected unfavorably the ordinary school-work although I was expecting such a result in some degree.

On the day appointed, after the customary written examination in the early part of the session, a long hour was devoted to viewing the specimens which the committees, mentioned above, had somehow found time to arrange during the morning. By invitation of the pupils some fifty parents and friends were present, to whom, as to myself, the profusion and the excellence of the exhibits were a genuine surprise. The hall, about fifty feet by thirty, contained three long tables with perhaps three hundred square feet of surface. All this space was occupied with specimens. In addition, on the walls were collections of pressed plants, of insects mounted and numbered for reference, specimens of drawing, and a few articles, ladies' combs, manufactured from designs invented by the pupils. Then on cords stretched above the tables hung afghans, shawls, hoods, and similar bright-hued products of the industry of the girls. I took no list of the articles, but was informed that seventy-seven individuals made one hundred and three separate entries; in several cases one entry covered large numbers of single specimens, as in the collections of coins.

Not the least interesting part was the food table. Three girls had each a loaf of wheat-bread, one a plate of tea rolls, some a loaf of cake, and one a dish of American cream, which being permitted to taste I judged to be a relative of Charlotte Russe. Another centre of attraction was the collection of wood work. My slow boy, previously alluded to, presented a charming centre-table; two others had pretty Swiss clock-cases; some of the girls had white-wood easels, fans, and various small articles made by the saw. There was a few paintings, the work of immature hands, except one, a finished piece in water-color by our drawing-teacher; and several drawings, some free hand, and some mechanical. Of the needle-work, embroidery, lace crocheting, and similar work, there was a larger display than I feel competent to describe. I need not say more of the exhibits, except perhaps to add that more than half of the school had exhibited something. The teachers, too, had shown their interest in practical ways. One had on exhibition a fine herbarium, another the water-color just mentioned and several plaster casts of fruit, another a table and a collection of insects, another a collection of coins and postage stamps, relics of his own student days.—*Barnes' Ed. Monthly.*

The Primary Class.

FIRST READING LESSONS.

The following lesson is from "Model Lessons," by D. Appleton & Co. The teacher desires to teach the word Cat. She has the class in order and talks with it:

"Do you like to hear stories, children? Well, if you will keep very quiet, I will tell you a beautiful story about our cat. Would you like to hear a story about a cat? Our cat is a large gray cat; she has two big, round eyes, and two pointed ears, and a long tail. Her fur is gray, with black stripes in it. She is a kind cat. She lets children play with her, and does not scratch nor bite them. She is an honest cat too, and never steals anything for herself, but waits until she gets her milk and bread, and then goes off to hunt rats and mice.

"But one day she took a piece of raw meat from the kitchen table. She jumped up on the table, snatched up the meat, jumped down again, and ran quickly into the yard. What do you think she did? Close by the fence there was a great, deep hole in the ground. The cat ran to the edge of this hole and dropped the meat into it. Then she wagged her tail and m-e-o-w-ed and m-e-o-w-ed.

"Now, what do you think was down in that hole? Another cat! A poor, half-starved cat was down there. It had fallen into that deep hole, and could not get out. Our dear old pussy-cat knew that it was starving, and so she had taken the piece of meat to give to it. Was she not a good cat?"

The teacher asks the children if they would like to see the picture of this cat.

She shows them the picture of the cat upon the chart; or, if she has no chart, she says:

"The picture of this cat is in your books. You may all open your books and find it and show it to me." She allows them plenty of time to do this.

THE CONVERSATION.

The teacher calls the attention of the children to the fact that a picture of this cat is in every child's book, and says: "This is our cat. She belongs to our school, doesn't she? I want you all to say that together. *This is our cat.*" She drills them a little, and then continues: "Oh, what a beautiful cat! What a kind face she has! Do you see her mouth? Do you see her nose? How many eyes has she? Do you see the black stripes on her fur? Can you put your finger on her whiskers? Show me." She allows one and another to come to the chart and put a finger on the cat's whiskers; or, if she has no chart, to put a finger on the picture in his book.

"Can you take hold of her tail? Try and see. Will she scratch you? Can this cat drink milk? Can she meow? Why not? Oh, this is not a real cat! This is only the picture of a cat! But when you see this picture, what do you think of? Yes, you think of a cat." If the children answer, as it is quite likely they may, "A pussy" and "Kitty," it is only necessary for the teacher to repeat and vary the questions, so as to lead them to give, finally, the answer desired. This is an example of the many variations in a model lesson, for which it is useless in this description to attempt to provide.

The teacher should not permit her pupils to talk about the cats they have at home, nor cats in general (that comes later), but only about this particular cat, whose image, through the medium of both the story and the picture, she may be certain is vivid in each individual's mind.

THE WORD.

The teacher now places her finger below the word *cat*, and calls the attention of the children to it.

"Look, children: do you see this big black word here? Have you a word like this in your books? Show it to me; put your finger under it, and show it to me." She takes pains to see that each child finds the word in his own book.

"That word is the word *cat*. You may all say *cat*. Say it together—*cat*. When you see this picture here, what do you think of? Now when you see this word *cat*, you must think of a cat just as you do when you see the picture. You may all say the word again. Now say it all together—*cat*."

"Mary, you may put your finger on the picture of the cat. John, you may put your finger on the word *cat*." She calls upon others to do the same.

"Now, all look at the picture of the cat. See what a kind face she has. See her long tail! See her soft paws! Now shut your eyes—shut them up tight—and try if you can see the picture of the cat in your mind. Do you see the picture? Has the cat a head? and a tail? and big eyes? and pointed ears? and black stripes on her back? Now open your eyes and look at the picture. Was that what you saw when your eyes were shut?" She lets the children try this again, and then continues: "Now put your finger under that big black word. What is that word? Now look at it again right hard, and say the word—*cat*. Now shut your eyes tight and see the word in your minds, and say it—*cat*."

"Now see what I am going to do." She draws upon the blackboard the simple outline of a cat. "What is that, children? Is it a real cat? No—only the picture of a cat. Now watch and see what I am going to do this time." She prints the word *cat* in very large letters. "What is that? Is it a real cat? Is it the picture of a cat? No, it is only the word *cat*. What must you think of when you see *this*?" (pointing to the picture.) "And what must you think of when you see *this*?" (pointing to the word.)

She now prints the word upon the blackboard in a number of different places, and calls upon individuals to come to the blackboard and put a finger or the pointer on the word, on another word, another, etc. She herself points to one and another, and sometimes to the picture, and calls upon the children to tell what she points to. She allows one of the children to do the same, and the others to answer.

The teacher now gets the class into order with careful attention to position, and gives them a little drill on pronunciation. "What is this word which you have

learned to-day, children? Now I want you to say it all together very softly, this way" (and she shows them.) "Now say it loud, this way (she shows them.) "Now whisper it this way. Now say it nicely as you do when you are talking. Now say it slowly, very slowly." She now calls upon individuals to pronounce the word as she points to different ones on the blackboard, asking one child to pronounce it softly, another loudly, another quickly, another slowly.

She now sends the class to their seats, and clears the board of all but the outline picture and one word nicely printed in large letters, which she leaves upon the board to do their silent work. She also leaves the chart open at this lesson.

The Kindergarten.

THE USE OF STORIES.

It has been taken for granted that, in using stories in the Kindergarten, the stories are read by the teacher, and told to the children. It is sometimes said that telling stories is a gift; but it is only an art, more easy at first to some persons than to others. The chief reason why some persons cannot tell stories is because they have "no story to tell." They have only a dim, confused picture of one in the mind, and the first thing to be done is to get this vague image perfectly clear and vivid. For this purpose, it will be necessary for them to read the story over several times; and in order to be sure that the impression is strong enough to reproduce it accurately, and without any hesitation, it may be useful to write it from memory, and compare it with original.

The next thing is to look for the leading idea, or inner truth, of the story, and then mark the strong points of the narrative. They are the features that express the soul, as it were, and in telling the story they will require the greatest prominence; and if the teacher supplies additional details, these should all tend to the further illustration of the leading idea. Children love details, but unnecessary particulars only confuse, and destroy effect. If, for instance, a room has to be described, the first point to be determined is what idea the room has to express, as poverty, cheerfulness, disorder; and then only such details as strengthen the idea, and conform to it, need be given. Teachers who picture Bible scenes often quite destroy the effect of the narrative, because they do not preserve the relation between the details they supply and the leading idea of the story.

It is better in narration to keep to one single line, and avoid episodes; for children easily lose a thread; and if their interest has once been diverted, it is difficult for them to return to the former line. If it often necessary, therefore, to sacrifice the idea of the simultaneous action of two lines of narration in order to complete one, before taking up the other. It is desirable in the repetition of a story to keep as nearly as possible to the first version of it. Children see at once the details of a story, and retain a vivid impression of them in the inward eye. They are always ready to correct the slightest deviation from the original with a serious air of reproof, for it is associated in their minds with a want of truthfulness. Thus in telling a story, it was once said, there were three plates on the shelf. Every bright little mental eye saw the three plates, as plainly as possible; and when, on repeating the story, it was said there were two plates on the shelf, and indignant exclamation at once arose,—"There were three plates, last time, there were three plates." A charitable little child suggested, "But perhaps one has been broken since last time;" the general feeling however, was, that the second version was not strictly truthful.

Conversations have much more effect if related in the first person; and this form also gives the story-teller opportunity for varying the voice and manner, according to the character of the speaker. Children always begin to brighten into eager interest directly the story becomes dramatic; and more feeling can be given to the touching passages.

The use of expectation and surprise is helpful in keeping up the interest of little children, and questions and guesses recall their attention at once, if it should have wandered. If, however, these are used too much, children sometimes become rather confused between the guesses of the class and the facts of the story.

The difficulty of telling stories to children is one which, like all others, disappears by practice. Persons who are unaccustomed to be with children often fancy they cannot tell stories, but if they only get outlines of one story, thoroughly and clearly impressed in their own minds, and

and repeat this story a few times to children, they will find that very soon they can tell it easily and well. They can then in the same way try another and another. It has been well said that the best way, when you think you cannot do a thing, is to go and do it. And certainly there is no art in the world which can be learned only from directions, nor is there any talent so great that it can attain success without practice. In the majority of cases, it is impossible for any one to decide that he is lacking in the necessary ability for any art until he has done his best for some time to acquire it. If a Kindergarten teacher believes she has no gift for telling stories, let her try what she can do without a gift, and the probability is, that she will find herself more richly endowed than she thought she was. It used to be said that teaching was a gift, and so in a certain sense it is; but we are beginning to find out that it is a gift which nearly every good and loving woman possesses, only she may not at once know just how to use it. The very love for little children, and the sympathy with them, which lie at the heart of the Kindergarten system, will teach its teachers how to put before the minds of children bright pictures from that grand world of the ideal in which the little ones often seem to be more at home than in the real.

Let us take the little child as a thought of God, and in faith and trust cultivate every faculty of its nature; assured that the realization of the Divine ideal in humanity must be its highest type, and that the man or woman, who is most capable of a full, rich, complete life as an individual, is most fitted for advancing the progress of the race in all the best work of this world, as well as best prepared for all that may be beyond this world of immortal growth and work.

DEADLOCK.—We hear much in these days of the deadlock at Albany. A deadlock takes place when two or more parties are so nearly balanced that neither can win, as sometimes is the case in the "tug of war," when it becomes a trial of endurance. Sometimes it is called a triangular contest, where there are three parties engaged, as at present in Albany. In the New York Legislature there are the Democrats and two divisions of the Republicans, called Stalwarts and Half-Breeds, or Administration men. It is over the election of United States Senators. Each State has two representatives in the United States Senate elected by the State Legislature for six years, one third of whose terms expire every two years, so that there will always be a majority of the old Senators remaining. Hence they are divided into three classes, called first, second and third class. There came near being a deadlock in the U. S. Senate when it assembled March 4, the two parties being evenly divided, but the Republicans obtained control by the "casting vote" of the Vice-President, who presides over the Senate.

Recently Roscoe Conkling and Thomas Platt, the Senators from New York, resigned on account of a disagreement with the President as to the appointment of Collector of New York, who collects the duties for the United States Government. They left the control of the Senate in the hands of the Democrats and returned to the New York Legislature for "vindication" and re-election. The Republicans in the Legislature are divided, though in the majority, hence the deadlock. A ballot or vote must be taken each day until Senators are elected. One is for the "long term" in place of Mr. Platt, who was elected last winter for six years, and the other the "short term" in place of Mr. Conkling, who had four years to serve. The deadlock will doubtless soon be broken, and two new Senators be elected.

WHAT can they see in the longest kingly line in Europe save that it runs back to a successful soldier?—WALTER SCOTT.

HUNGARY.—The Hungarian Minister of Public Instruction recently told a delegation of elementary teachers that he would always encourage their professional work, but he could not sanction the organization of a general teachers' association, as this would lead to political and religious struggles among the teachers.

THE paper on "School Hygiene, and What the Teacher Can Do to Promote It," by Professor Thomas W. Chittenden, of Appleton, is a valuable contribution to late writings upon this important subject. It is from the fifth annual report of the State Board of Health of Wisconsin, and is circulated by the State Superintendent of Public Instruction, who wishes every teacher in the State to have a copy of it.

EDUCATIONAL NOTES

ELSEWHERE.

Mrs. Oswald Ottendorfer, wife of the editor of the *New York Staats Zeitung*, has given \$35,000, to be known as the Harman Uhle fund, for the encouragement of German education in this country. The German Teachers' Seminary, of Milwaukee, gets \$10,000 of the amount.

The new building which has been erected for the Manchester School of Art was opened on Wednesday, April 27, by Lord Derby. The cost of the school has been about £24,000, and on the opening day a debt of £7,000 remained on the work. More than half this sum was, however, subscribed during the afternoon. In the evening a conversation was held in the building, and Lord Derby presided during the delivery of an address on art by Mr. J. O. Hornsby.

STEUBEN Co., N. Y.—The teachers' association of First district, Steuben county, N. Y., was held at Hammondsport, N. Y., June 10 and 11, 1881. Most of the subjects were ably discussed. I have never attended an association where the people took more pains to make the association pleasant and profitable. Mr. Wheeler, in his opening address, I think, made every teacher feel he was indeed welcome. After an interesting session, which closed at noon, June 11th, the teachers, through the politeness of the Keuka Navigation Co., were invited by Capt. Saunders to a free ride on the beautiful Lake Keuka on their splendid new steamer Urbanna, which most of the teachers accepted. No scenery in the State is more beautiful than the vine-clad hills that surround the waters of the lovely Keuka. I think the teachers could not leave Hammondsport without feeling that the great majority of the people of this district were in favor of good schools, and willing to cheerfully assist the progressive teachers. W.

MALTA.—This, an island in the Mediterranean, belongs to Great Britain. It has an area of 115 square miles and a population of 149,084—76,016 males and 73,068 females. The capital, Valetta, has ninety thousand inhabitants. In 1838 only three elementary schools were supported by the government—one at Valetta, one at Senglea, and one at Gozo. There were about 728 children at the schools. In 1814 there were twenty-four government primary schools in Malta and four in Gozo, besides a night school for adults in Zabbar and an industrial school for poor orphans in Florian, thirty schools in all. In 1880 the government institutions consisted of one university, with 168 students; two lycées, with 474 pupils; one secondary school for girls, with 137 pupils; one secondary school for boys at Gozo, with forty pupils; sixty-three primary schools in Malta, with 7,006 pupils (3,347 boys and 3,659 girls); and sixteen primary schools in Gozo, with 746 pupils (356 boys and 384 girls)—total eighty-four institutions, with 8,565 pupils, 4,885 boys and 4,180 girls. Besides the educational establishments of the government there are in Malta and Gozo 125 private schools or seminaries, attended by about 2,710 pupils.

GERMANY.—The Bureau of Education has just received the German University Almanac for 1881. The following table shows the number of professors and students at each university:

Universities.	Professors.	Students.
Berlin	223	5,590
Bonn	128	995
Breslau	123	1,302
Erlangen	67	473
Friburg	60	508
Gießen	56	414
Göttingen	111	961
Greifswald	61	607
Halle	102	1,245
Heidelberg	108	562
Jena	77	461
Kiel	69	380
Königsberg	88	808
Leipzig	166	3,344
Marburg	70	619
Munich	130	1,923
Münster (academy)	35	276
Rostock	42	200
Strassburg	95	785
Tübingen	80	1,085
Würzburg	59	952
Total	1,850	23,488

CHAUTAUQUE Co.—Com. Almy at the Teachers' Association said:

If we would have good schools in the country, with all the other provisions we make we must provide for supervision. If there is any place where it is required, it is in the country school; and there is no where such lamentable lack of it. We hear it said that "Poets are born, not made." If this is true of poets, how much more it is true of teachers! There cannot be found in Chautauque County four hundred born teachers, whatever price we offer. Teachers who in the truest sense of the word are capable of teaching; and who undirected and unaided ought to be trusted with the training of the young. To be able to simplify one must be profound. And to be able to so put the subject to be taught into oneself that in teaching, children of every grade of intellect may receive culture from contact with the teacher, requires in addition to a natural fitness for the work a preparation which will cost years of toil and thousand of dollars. We can never have for all of these schools professional teachers in the truest sense; we could not pay them if we could get them; we could not get them if we could pay them. The work of teaching in the country schools must of necessity be done by much the same kind of material that we now have; persons who teach for a while and pass out into larger and more inviting fields of labor. If in the graded schools, where the best teachers we have teach year after year the classes in the second and third reader grade, so close supervision is necessary, then in the rural district, where such material as we can get is obliged to teach all grades from primary to academic, more supervision is most imperatively demanded. There is every reason why we should make school superintendents for country schools in the place of the present commissioner. We should do this at once, and make them in sufficient numbers, so that no one need have under his charge at one time, more than fifty districts. This would double the number in the state, and give one county five instead of two.

ENGLAND.—Mr. H. W. Hulbert, in a recent communication to the *N. Y. Evening Post*, thus describes the system of employing pupils as teachers in the schools in England.

Wherever you go you find classes—often large ones—taught in whole or in part by boys and girls between 14 and 18 years of age, who in turn are under the superintendence of head masters or mistresses. These boys and girls, beginning at this early age, have before them a regular series of promotions with increased wages. Their advancement depends on their general success in management and instruction and the successful issue of an annual examination before the Queen's inspectors.

As a general rule the year's work is not difficult, and these youths advance easily through their pupil teacher age; and having passed first examinations are admitted into the training College (Normal School) where they pass two years in study and practice. On leaving to enter the regular profession of teaching they remain for one year longer on trial, and then, if satisfactory, are made Certificate Masters or Mistresses.

Ordinary elementary schools (the exact equivalent of our grammar schools) are divided into six divisions called standards. Examinations are held yearly before the inspectors. If these are passed, each child is advanced from a lower to a higher standard, and the school of which it is a member receives a government grant, the maximum being about four dollars per child. The highest standard, the sixth, is expected to pass examination on the following subjects: "Reading with fluency and expression—short theme or letter—the composition, spelling, grammar, and handwriting to be considered; proportion and vulgar and decimal fractions, parsing and analysis of a short complex sentence, outlines of the geography of the world, outlines of the history of England from Henry VII. to the death of George III." Having passed with credit the highest examination and having determined upon the profession of a teacher, the child makes application for a position as a pupil-teacher. The pupil-teachers must be not less than fourteen years of age at the date of their engagement, must be of the same sex as the certificated teacher under whom they serve; not more than three pupil-teachers may be engaged for every certificated teacher serving in the school." Pupil teachers serve four years before passing on into the training college. The first stage, then, of an English school-teacher begins at the age of twelve, when children can become, by examination, monitors. I witnessed such an examination not long ago at the Pleasant Street School Board School, at Liverpool. There were present forty candidates, three fourths of whom were girls and their ages between thirteen and

fourteen. They were all very ordinary appearing children whom we in this country would hardly consider able to care for themselves; yet they were assembled together to secure an opportunity to teach. They were examined in reading, writing, arithmetic, grammar and geography. The majority did themselves credit and received certificates.

PENNSYLVANIA.—Troubles have arisen at the Millersville Normal School. At the meeting of the Normal literary society the editor of the *Normal Review*, Appleton Bash of Johnstown, Pa., read an article severely criticising the action of the faculty in matters of discipline. Dr. Brooks, the principal of the school, announced that criticisms of this sort must not be made, and this aroused the indignation (or anger) of certain students. At the annual reunion of the Normal and Page literary societies, held on Saturday, June 4, J. W. Coates of Lycoming read a paper entitled "The Autocracy of Millersville," in which the faculty were offensively criticised for their rigid discipline. At the opening exercises in the chapel, on Monday morning, the principal, Dr. Brooks, very properly protested against this sort of thing, and went to the trouble to show that, instead of being harsh in his discipline, he was too lenient and was always found as the friend of the student when there was any disposition whatever on the part of the latter to do the right thing. He threatened to visit punishment upon the heads of the offenders, whereupon a number of students—those in sympathy declare the number to have been eighty—signed a paper, in which they pledged themselves to leave the school in the event of the others being expelled. Not deterred by this, however, the faculty held a meeting and expelled Mr. Coates and suspended Mr. Hipple of Mt. Joy, who, as critic openly commended the article. As a result a body of students, perhaps eighty or one hundred, marched into town Wednesday morning with the Millersville cornet band at their head, resolved to leave the school. They hired the band to keep their spirits up. Each student wore a white badge and two young men, who were designated as marshals, wore sashes. A large banner, inscribed "free speech," was the most prominent feature of the parade.

The troubles had their origin principally among the students who boarded in private families in the village and who consequently were not so directly under the control of the faculty as those who boarded in the school building. The present session has been one of the most largely attended in the history of the school and in consequence many of the students, unable to find accommodations in the school building, boarded with private families in the village. This fact made it all the more necessary to enforce the rules strictly in regard to the commingling of the sexes. Early in the session, there has been a spirit of revolt among certain of the students, who seemed determined, in every way possible, to evade—if not to directly violate—the rules. The board of trustees met at the State Normal School on Wednesday afternoon, twelve out of eighteen members being present, and they sustained the action of the faculty without a dissenting voice. The *New Era* says: "During the many years Dr. Brooks has been at the head of the Normal School, and during which period thousands of men and women have been educated there, some of whom take high rank in every liberal profession, not a single case of scandal or improper intercourse between the pupils of the two sexes has ever occurred, a case almost without a parallel in the history of educational institutions where the co education of the sexes is permitted. This fact is in itself the highest possible tribute to the prudent, judicious and successful management of the head master, faculty and trustees of the Millersville Normal School. There is but one side to such a contest. There must be a maintenance of the rules at whatever cost. Attendance at the Millersville school is not compulsory. If there are any who object to the laws made for its government let them remain away. They have a plain right to do that, but they have not the shadow of an excuse to matriculate and then engage in an attempt to subvert the rules of the establishment. Every father who has a daughter at that school must sustain the faculty and trustees in their attempts to uphold its respectability and honor, and so must every other individual who is in favor of the due maintenance of law and order and opposed to a subversion of government, which can only result in general disorder and chaos."

The mob is a monster with the hands of Briareus, but the head of Polyphemus—strong to execute, but blind to perceive.—COLTON.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

School Discipline.

"It is a perfect dog's life,"
I heard a school mistress say;
"The little girls and the boys
Move about in such a sly way."
"May I borrow a pencil?"
Please may I go out?"
"Where is the geography lesson?"
"May I get a drink?"

But pause, dear teacher, and see
What causes all your trouble;
Have you any sensible rules
To prevent this hub bubble?
Upon each teacher's desk
A box of pencils should be;
Nicely sharpened indeed,
If beautiful work you'd see.

Then upon each pupil's desk
As soon as the clock strikes nine,
Place one of these sharp pencils,
'Twill save you valuable time.
If one enters after nine

Let this rule be understood,
He steps to the desk, helps himself
As quietly as ever he could.

Each pupil these signs should use,
Every wish to make known;
Would he to the teacher come,
"Raise entire right hand alone;"

If again, he would go out
Simply, "raise fingers two;"
If to another pupil speak,
"Three fingers place in view."

EXPERIENCE.

For the SCHOOL JOURNAL.

"Our Teacher Uses Tobacco."

By Mrs. G. W. DRAPER.

This may be said by many a pupil—and not with the tone that means a compliment either. There are three classes of people that certainly have no moral right to use tobacco, for it is a vice, and leads to other vices. These classes, ministers, teachers and temperance lecturers, in fact, all Christians should abstain. All admit, even those who use it, that it is a bad example, that, of course, brings it under condemnation for all Christian people. As to the teacher, he must be a good pattern, and practice what he teaches. Precept has but little weight with pupils or hearers, unless accompanied by example.

Again, the teacher has no right to lay down laws for his pupils that he himself does not show and produce by his daily life that he obeys. If it is wrong for the boys and girls to smoke and chew, it is wrong for the teacher. Yes, wrong, even when he confines his indulgence to his own home.

Hasten the day, then, public opinion, when the tobacco-chewer, the smoker, cannot also be a teacher.

Seeds of Cruelty and Fear.

By H. H.

(What profound lessons for teachers are here! A just education attends to the whole individual. A child taught mathematics and to delight in the destruction of life is not educated.)

Tillers of the ground realized the full force of the law of sowing and reaping—the inexorable bond between seed-time and harvest. There is nothing the farmer is more anxious to satisfy himself about than that he has good seed, of the best sort, to sow for any crop he desires to raise. There is nothing he is more vigilant to guard against, so far as is possible, than the self-sown seeds of hurtful weeds. No man lets a Canada thistle go to seed on his farm if he can help it. Very well he knows that a single one of those gossamer-winged seeds, shining so silvery and beautiful in the autumn air, means dozens of thistles next year, and thousands the year after; that, spite of all he can do, the thistle, once in the field, will defy him, elude him, and in all probability keep sovereignty of the soil forever. But if you say to the average farmer that every word he speaks, every act he does in the presence of his three-year-old boy or girl is an irrevocable seed either of good or evil in that child's nature, the chances are ten to one that he will scout the

idea as overwrought and sentimental. Tell him that he has just as much in his own power to determine whether that child will grow up truthful, brave and kindly, or deceitful, cowardly and cruel, as he has to decide whether he will raise oats or wheat on any piece of ground in his farm, and the chances are ten to one that he will dismiss the figure from his mind as a preposterous fancy of a morbid imagination.

But no one who has carefully studied the nature of one child from its infancy up, and who realizes the full responsibility of the obligations involved in parenthood, will think the figure overdrawn. Nay, it is rather underdrawn. Because the farmer may, if he choose, neglect his field. He has in his power to let it alone, to leave it fallow as long as he likes, or wild growths to run riot in, unhindered. But he has it not within his power to leave his child alone; to let native impulses strengthen unchecked, natural traits develop undirected. So long as he himself lives in his child's sight he is daily, hourly, momentarily, sowing seeds whether he will or no. He is creating the child's nature, determining his character, deciding his destiny.

If there were any way of applying pure mathematics to the spiritual world as to the material, there would be possibly a finer analysis and detection of moral agencies and results than we can now state in tangible phrase. Science knows, of matter, that in the correlation of molecular forces the tiniest molecule is as important as a planet. Let one molecule be disturbed from its normal place and function and a world is jarred. Probably if we could for an instant fully comprehend the intricate, inexorable, molecular law by which the sun and the earth and we are built and exist, we should cover our eyes with our hands in terror at the realization of the mere physical fact of being here alive. The same would be true, and in a still greater degree—as much greater as the soul is greater than the body—did we once, for one single instant, realize the moral significance, the eternity of continuing force, of every act we commit, every influence we exert. It is perhaps fortunate that we cannot realize it, that it is "two wonderful. We cannot attain unto it." But the more we do realize it the better shall we build—for ourselves and still more for our children; the more carefully shall we watch every word, every act, spoken or done in their presence.

Waiting in a public room in a hotel the other day I saw a little incident which suggested to my mind the words at the head of this paper.

A little boy, perhaps three years old, a lovely child, ran into the room, followed by his nurse at a little distance. Crawling on the carpet in front of the fire was a large water-bug. The child caught sight of it at once and stopped to watch it. He showed no sign of either fear or aversion, only of interest and curiosity. The nurse, noting his intent gaze at the floor, hurried up, and, seeing what he was looking at, exclaimed, "Ugh, the horrid thing! Nasty, nasty! Come away!" at the same time seizing him by the hand and attempting to draw him away. Her tones and gestures expressed fear as well as disgust. The child took the cue instantly; the expression of his face was transformed in the twinkling of an eye. He screamed, struck out with his fists, stamped his feet, all the while backing away from the poor harmless little bug; a look of hatred deepened on his features, which one short minute before had been kindled with genuine childlike curiosity and pleasure.

At this moment his mother entered the room. Breaking away from the nurse he ran to his mother, took her hand and drew nearer to the fire-place, still continuing his expressions of alarm and dislike, and pointing to the bug with his tiny finger. The mother echoed the nurse's exclamations of disgust, and added, "Charley kill the old bug. Charley kill it!" Upon which, the nurse taking the little fellow's other hand, the two women led him to the bug, he all the while half holding back, half fascinated by the excitement of the attack; they led him closer and closer, the mother repeating "Yes, Charley kill the old bug. I sha'n't bite Charley," until at last lifting his small foot the child crushed the bug to death, and then jumped up and down on it with chuckles of delight, saying in his broken baby talk, "Bud dead. Bud dead!"

I looked on speechless with indignation, sorrow and shame. The mother was a person apparently of intelligence and refinement. Her face was a more than usually attractive one. Her dress and bearing were those of a woman of the world. The servant was evidently of a higher grade than the average nursery maid. And yet

this was the thing they had done, in that one short moment, to that little child; taught him to fear, hate, torture and kill helpless creatures. If this view and interpretation of their act had been set before them, no doubt they would have been utterly astonished, and perhaps full of resentment. Perhaps no amount of argument would have convinced them that their conduct deserved such a name; but the probability is that a little reflection would have shown it to them in its true light. The whole thing had been thoughtlessly done; was all over in a minute; and, no doubt, produced so little impression on their minds that they might read this very paper without any consciousness that they had ever taken part in any such scene.

The effect of one such incident as this can no more be undone in a child's nature than the steady growth of seeds can be arrested after they are once sowed in the ground.

Fear is not an original instinct in the young human creature. The baby stretches out his hand to the fire or candle blaze as to any other shining toy; to the spider or cockroach as to the kitten or puppy, or any other small live thing which it sees moving about. The first time it sees on a parent's face an expression of aversion to the spider or the cockroach it loses once for all that natural instinct of curiosity and pleasure, and acquires instead a vague feeling of fear and dislike. Then it sees the spider rudely trampled on and killed, the cockroach thrown into the fire; what could such an impression as that be except the planting of a germ of cruelty in the young heart? How many people would think it worth while to explain to a child that the spider and the cockroach were creatures which must be removed from our houses because they are not clean? that if they are allowed to live in corners of rooms, the rooms will be unclean and unsightly?

I knew a mother who never allowed a spider, fly, cockroach or any other harmful insect to be killed in her child's presence. The spider was carefully caught, lifted in the folds of a soft handkerchief, carried to the door and set at liberty, with a few laughing words of the dramatic kind, which always strike so deep in a child's memory, such as these:

"Go out, Mr. Spider; you must not spin your fine house in here. It makes our room dirty. There is plenty of room for you outside. We won't hurt you; but please don't come back, we don't want you in here."

Flies were driven out in the same way; never without a kindly farewell to them and some humorous declaration of their troublesomeness in a house, and their right to go where they pleased outside. How gleefully children enter at once into the spirit of any such little theatrical play as this. One of their first and strongest impulses is to treat all animals as if they had human intelligence and understand and respond to what is said to them.

"Go away, flies! You mustn't spoil my mamma's nice windows; they were washed all clean yesterday. You go play in the rosebushes a little while; it's real nice out in the garden," this same little boy was heard to say one day before he was six years old.

Which is best: to have a child feel like this toward dumb creatures, or to have him thoughtless of their pain, torturing them, killing them whenever he can?

Who shall say where the deadly germ of cruelty once planted, shall find the limit of its growth in the human breast?

Is there any difference in kind between the cruelty of torturing a dumb animal and the cruelty of torturing one which can speak? None.

The child that is cruel, or even careless of giving pain to helpless animals, will grow up into a man cruel—or, at any rate, careless of giving pain to his fellow beings.

Thistles always bear thistles, never figs.—*Christian Union*.

What Makes a Good School?

A good course of study, a first class school house, a good series of text books, fine apparatus, a free library, are all well; but neither of them are essential to a good school. The true teacher carries the school in her carpet bag, and establishes it wherever she "sets up her Ebenezer," whether in the heart of cultured Boston, in the pine woods of Carolina, or the log cabin in the last new mining village of Arizona. If the schoolmaster is right he can teach a good school without a school house, under a tree, wherever he can catch the children. He does not require numbers, for "where two or three are gathered in the name" of wisdom

there the Lord is present, as of old, teaching the little ones through his prophet, the good schoolmaster. If books are wanting, he can make them with pen and paper, as young George Washington did, or with a bit of coal on a shingle or the side of a barn. Apparatus he may construct out of the odds and ends that litter any log cabin, enough to teach physics and the beginning of nature-knowledge. And if no library is at hand, he has in his pocket that mightiest school-book of Christendom, the Bible, which has lifted up whole nations into the light of liberty, culture and a reverence for the laws of Almighty God. Louis Agassiz, John Dickinson, John Swett, Andrew Jackson Rickoff, set down in the swamps of Louisiana or perched in a pinnacle of the Sierra Nevada, could teach school with none of the helps and adjuncts accounted the very essentials of success by the disciples of the good old mechanical method of instruction. For this is the gospel of the day for the school-room—that the teacher with a full mind and a consecrated spirit and true pedagogic tact is the soul of every school. Wherever he goes, all good things needful for his help are “added unto him.” He can so inflame the souls of the little ones that they will wake up at his bidding and open their eyes upon the great world of nature and the grander world of human life, and learn how to study in the divine university what life may become to every awakened mind. He will conquer prejudice and break up the most stubborn soil of indifference, and fill the hearts even of ignorant parents with a longing for something better for their children. He will even baffle the average ward politician in the school-board, or the most absurd ignoramus whom the people have set up to preside over the school interest of the county. And if he happens to be she—that most mysterious, subtle and unaccountable creature in the republic, a genuine American schoolmistress, God’s last, best gift to this new world—she will teach school and bring out the children spite or every botheration of powers ecclesiastical, political or infernal, and will build her paradise in the darkest corner of the national domain.

Now if the American people, outside certain favored centers of popular culture, are not rich or willing enough to build up the complete body of the national school fabric, they are not too poor and perhaps not too stolid to concentrate upon the soul of the matter. The one gospel for the day is the fit training of the teacher. There is no country on earth so rich in the finest material for the making of teachers as our own, in the young people that have come up, North and South, since the great war. There are good schools enough on the ground to train them for their work, provided they can be awakened to the duty of the hour. Every superior school, public or private, academical or collegiate, should at once establish a department of didactics, with a thorough teacher for the best methods of instruction in charge. In a few years we can flood the land with an army of trained teachers, who will drive out the imbeciles and shams who now victimize so many people, and bring in a new reign of common sense, light and love in the people’s school-room. Good things always come to the front, in God’s providence, when most needed. In the hour of the people’s dire necessity, the teacher, bearing the magic wand of the new education appears as the messenger of the Most High. Let us not reject the prophet, lest a worse thing come upon us, and darkness cover the land and gross darkness the people.—*New England Journal of Education.*

The Design of the Common School.

By MISS ELLEN HYDE, Principal of the State Normal School, Framingham, Mass.

For the last generation the aim of our public school has been, and still largely is, solely the imparting of knowledge, the cramming of children’s minds with facts. Teachers have been examined, if at all, only to discover how much arithmetic, grammar and geography they were masters of. The nightly question asked of the children has been: “How much have you learned to-day?” and the proudest boast of the fond parent over his school-boy prodigy has crystallized into the stupid expression: “He is fond of his books.”

By the vulgar mass the studying of books has been regarded as the end and aim of school; by the more intelligent, the development of the mind; that school is a place for the formation of character, and the teacher’s highest work the training of men and women. The creation of good citizens has been foreign to the thought of the large majority of both those who have supported and those who have taught the public schools.

The general prevalence of such ignorant indifference is truly appalling. School life which does not make a child better, makes him worse; but the symmetrical development of character, which is such a natural and harmonious growth of the whole spiritual nature as gradually changes the weak, impulsive, selfish child into the strong, self-controlled, unselfish man or woman, can be the result only of intelligent effort on the part of tax-payers, committee, parents and teachers.

The exercise of authority in our schools is of great hindrance to the development of character. It is a grand and necessary element in human society, but its province surely is not education. Authority deals with what is external; it can compel to certain forms of physical activity, or can impose physical restraints—the spiritual nature it cannot reach—it cannot influence thought or feeling, or belief, even in a child. The spiritual nature is called into activity, and so led to form habits which constitute character, only by motives addressed to reason, sensibility and conscience. The child as he enters the door of a school room is met by rules—“You must not whisper,” “You must not leave your seat,” “You must not turn your head,” “You must not look out of the window,” “You must not drop your book or your pencil,” “You must not move except at the stroke of the bell and in concert with all the other children,” “You must learn just as much as every other child and in just the same time, and if you disobey any of these rules you’ll be marked.” This is not an exaggerated statement of the antiquated and abominable system which reigns in, I think, the majority of our schools, and those are most admired in which it is most complete and most automatic. What the child shall do and how he shall do it is decided for him; there is no balancing of motives, no calling up of his lower nature before the tribunal of reason and conscience; it is simply the ruling of the child’s physical activity by the will of the teacher. The most plausible argument in favor of this system is that it gives the children habits of order, but it instills no principles of order, and I have searched in vain, through a series of years, to find one child that was made more orderly at home by such a drill in school. This sort of government seems to me to have positively vicious results. Sensitive and nervous children are kept in a state of morbid anxiety which is a serious hindrance to intellectual progress, while the opposite class are made into little martinets who take as much satisfaction in their precision of movement, as if it were a high moral achievement. And since to enforce these arbitrary rules punishment is as often necessary as for moral wrong, the tendency of them is to obscure the children’s moral sense.

The marking system is another evil, universally prevalent, which I believe to be a great hindrance to development of character.

The child whose marks are all right, naturally thinks his conduct is, and learns to overlook its motive, for marks take no cognizance of motives. Marking tends to discourage those who most need encouragement, the slow and anxious pupils, to develop vanity in the bright ones, and to create selfish rivalry and hard feeling among those of nearly equal ability. It diverts the children’s attention from the real object of their work, and invites to subterfuges and deceit. Thus it perverts and degrades character. Such a system is entirely evil, and wholly unnecessary.

Let the children be subject in school to the same law (and no other), which should govern them, and every one out of school—the law of right and courtesy. The place where children spend half of their waking hours should be a place of free and joyous activity—as nearly like a good home as possible.

Substitute for the dictum of command the question, “Is it right?” Be patient with childish thoughtlessness, and careful to punish only moral wrong.

The teacher’s office is a school government—as I understand it—is not that of a dictator but of a guide.

With very young children, of course, and with older ones who have been neglected, the lower motives will at first be most influential, but the wise guide can constantly lure them upward, and patient continuance in well doing will sooner or later bring its reward in a perceptible growth of the pupils in susceptibility to the highest motives, and there will gradually grow up in the school an unwritten constitution, founded on the same principles of equity, and kindness which the child must learn to obey in the larger world outside. If the teaching is philosophical and truthful, the children will not often need stimulants to study—their work will be a pleasure.

It is evident that in schools where there is to be such freedom, truth and parity as shall develop symmetry of character, there must be good teachers, and one of the first effects of a determined effort on the part of a committee or superintendent to obtain such a state of things would be a change of teachers in many of the schools. Our schools are too largely filled with mere school keepers. Particularly in the country districts, and in great cities like New York and Philadelphia, political influence, or party local power puts into them instead of the strong, cultured christian men and women who ought to be there, a host of immature, uncultured, thoughtless or even careless young persons (or keeps there the superannuated old ones) who are utterly incompetent to make them anything more than lifeless, hopeless, lesson-mills. There is the young man who is working his way through college, or the young college graduate who needs a stepping-stone to his profession—there, too, are a crowd of young women—some who want more pocket money than their fathers can give them, and others who think keeping school a more genteel and easy way of earning their living than housework, or shop work or standing behind a counter. Some of these are very estimable and lovely young persons in the right place, but the school room surely is not their place. How can a blushing young girl, who is ashamed that she knows anything about it, deal with the great problem of impurity?

The good teacher! Who can paint his portrait? We instinctively think of Pestalozzi, of Arnold, of Agassiz, of a host of noble women, and then our thought rises to Him whom we love to call “the Great Teacher,” and whose divine patience, enthusiasm, and self sacrifice must have their humble imitation in every soul that aspires to that high name. The good teachers, those who have been successful in developing character in school, and who have most impressed themselves on their pupils and on their age, have always owed their success less to intellectual gifts, or great acquisitions, than to their own moral character.

The American Girl.

WHY SHE IS NOT WHAT SHE MIGHT BE.

Why should there be such a radical difference in the treatment of boys and girls in their early days? The boy has his warm clothing. His feet and legs are well protected. The girl is but half clad. Half her limbs are exposed to the weather, protected only by stockings none too thick, the necessary under garments, in the majority of cases, being omitted. This difference fixes a point of departure for the cultivation of the greater sensitiveness of the girl. The ignorant mother but little realizes the amount of physical vigor it costs an insufficiently clad girl to keep warm. And so, while the boy acquires a growing hardihood, an indifference to changes in the weather and is ready to eat any hour of the day, the girl becomes delicate, shrinks from cold, her appetite is as sensitive as the thermometer, her cheek loses its rosy hue. Thus her life goes out, steadily increasing its divergence from that of the boy. He becomes square-shouldered, straight and sturdy; she, stooping, round shouldered and sensitive. I do not include every girl in this picture. I refer, simply, to the average girl of America, whose training does not develop her original vigor, but transforms a constitution as fine in every sense as the boy’s into a tangle of fretted nerves; and this is the average American girl.

But while girls are not given enough exercise as children, they are allowed to have too much of a kind that is not good for them when they grow older. Take the exceptional case where girls are not allowed to go into fashionable dissipation until after they leave school. These girls, all unused as they are to the strain of social dissipation, plunge into a vortex of engagements—dinners, lunches, parties, balls and theaters, crowding upon each other with hardly a chink for rest. The result is that one or two seasons rob them of their bloom and brightness, and not only this, but they have exhausted the social pleasures by mere gluttony.

One of the great errors of the day is that a girl is expected to complete her education by her eighteenth year—an age at which lads are but little more than half way in theirs. Everything in the shape of culture is crowded into the years during which the girl should be cultivating the physical strength, common sense and practicality which are to be of life-long benefit to her and her descendants, while half the so-called culture with which fashionable education crams the girl is of little use and is quickly forgotten. Less study and more exercise should be the rule.

The Amateur Natural History Society.

BY A MEMBER.

We have a small natural history society in our town. It has six members, all boys under fourteen years of age. The officers are a president, secretary, treasurer and marshal. The term of office is for six months. We have a constitution and by-laws. The secretary makes a record of each meeting, which we have kept since November, 1879, when the society was formed.

We meet every Saturday and have papers on natural history, answer questions which were given out at the previous meeting, and things which we have noticed during the week are discussed. In the summer we have excursions to get specimens for our collections.

Besides our papers we have a general paper which is read monthly before the society. One of the papers which we have lately had was on The Thrush Family.

The Thrush family includes a very large variety of birds and some of the best singing birds in the world. They are found in almost every country and climate on the globe. They feed on insects, earth worms, berries, fruits and sometimes snails. They move on the ground by hopping on both feet at once.

More than one hundred species of the genus *Turdus* have been described; to which the robin, cat-bird, mocking bird and also the wood and song thrushes belong, besides a large number of European birds. The American robin, *Turdus migratorius*, is a very common bird in the United States. It is sometimes confounded with the English robin red breast which belongs to the Warbler family. It makes a rather large nest of mud and grass in an apple, elm, pine or some such tree, generally near a house. It lays from four to six eggs of a light bluish-green color one and one eighth inches long by three fourths of an inch wide. The golden robin belongs to the Starling family.

The wood thrush, *Turdus mustelinus*, is a shy, retiring bird. Its color is brown on its back and white underneath, with black spots on its sides and breast. The eggs are light blue.

The brown thrush, *Harporhynchus rufus*, is a reddish brown above, and white, streaked with brown, beneath. This is a common bird and builds in hazel bushes, etc., in a thicket. The eggs are light blue, thickly spotted with small dots.

The cat bird, *Mimus caolinensis*, is a bird of the Thrush family which receives its name from its song, which resembles the mew of a cat. It builds in a thick underbrush, generally near the banks of a river or brook. The nest is made of grape vine bark, small stems of vines, grape vine tendrils, dried leaves, etc. The outside is constructed of dried leaves, then a layer of stems of small vines, then one of grape vine bark and lined with grape vine tendrils. The eggs are of a deep bluish green.—*Congregationalist*.

Our Planet not the Only World.

Prof. Swing says, "Here a thousand million of intelligent beings are to be found. They work, they talk, they laugh, they build, they sail ships, they run strange trains rapidly, they find the beautiful, they invent, they compose, they feast, they love, they sing, they worship, they weep, but, most wonderful of all, they hurry away. All disappear in thirty-three years. Taking into estimate what a wonderful life this is, in its offers of happiness and usefulness, we must say that man's stay here is out of all harmony with the greatness of the place. What! leave such a world in thirty-three years and become a handful of dust! If, now, other planets are inhabited, may not those occupants be composed of the millions upon millions who have seemed to hurry away from this smaller globe? We confess that man goes too soon if he goes into dust, but he almost lingers too long if there be awaiting him other brighter and happier lands. This inquiry is not embarrassed in the least by the question how the race could be transferred at death from world to world, for we are debarrassed from that inquiry by the fact that man is here without our knowing how he came. The theory that he was gradually evolved from low brute forms has almost nothing upon which to rest. Two mighty objections weigh against such an origin of man from the brute—the one, that no such evolution is now taking place; the other that we have no brute with which to begin the evolution. No theory seems less worthy of belief. Man came not as an infant, or he would have perished at once. He must have come from the act of the Ruler and Manager of the universe, and must have come in the adult form. If we

concede this, then our world is in the hands of One who can move His children to a world where once they were not, and hence He can carry man away from earth as easily as he once brought man hither. The best theory is, therefore, that as man came by a divine power to this earth, so by the same power can he be borne away to some less or more happy state.

THE REVISED NEW TESTAMENT.—The New Testament was originally written in Greek, from which it was translated into the modern languages. The chief English translation called the authorized version was made in 1611 by order of King James I. of England, and hence sometimes called King James' Bible. But since that time much has been learned about the original Greek, four of the oldest manuscripts of the New Testament having been found since then. One of them was almost miraculously discovered in a waste basket in a convent on Mount Sinai by Tischendorf, a learned German scholar, a few years ago. Hence it is called the Sianitic manuscript. Also many of the old English words have changed their meaning or become obsolete, that is, gone out of use, for language is constantly growing like a tree. Thus "let" in the Testament means to hinder, while now it means just the opposite. "Prevent" means go before, so it has come to mean to be in the way, to hinder. Thus "twist" has become obsolete, though it is the past tense of the old English verb, to wit, to know. For these reasons a committee was formed in England in May, 1870, to "revise," that is, re-translate the New Testament. This was done in connection with an American committee, and occupied ten years.

The English committee met four days in every month in what is called the Jerusalem Chamber in Westminster Abbey. The American committee met in New York city. It was published May 20, 1881, and called the Revised Version. It is not divided into chapters and verses, which was the work of an old printer, but like the original, each book by itself, though the numbers of the chapters and verses are shown on the margin.

The utilization of horses not fit to eat and too old to be of working service in France is said to be as follows: It is first shorn of its hair, which serves to stuff cushions and saddles; then it is slaughtered and skinned; the hoofs serve to make combs. Next the carcass is placed in a cylinder and cooked by steam at a pressure of three atmospheres; a cock is opened, which allows the steam to be run off; then the remains are cut up, the leg bones are sold to make knife handles, etc., and the coarser, the ribs, the head, etc., are converted into animal black and glue. The first are calcined in cylinders, and the vapors when condensed form the chief source of carbonate of ammonia, which constitutes the base of nearly all ammoniacal salts. There is an animal oil yielded which makes a capital insecticide and vermifuge. To make glue the bones are dissolved in muriatic acid, which takes away the phosphate of lime; the soft residue retaining the shape of the bone is dissolved in boiling water, cast it to squares and dried on nets. The phosphate of lime, acted upon by sulphuric acid and calcined with carbon, produces phosphorus for lucifer matches. The remaining flesh is distilled to obtain the carbonate of ammonia; the resulting mass is pounded up with potash, then mixed with old nails and iron of every description; the whole is calcined and yields magnificent yellow crystals—prussiate of potash, with which tissues are dyed a Prussian blue, and iron transferred into steel; it also forms the basis of cyanide of potassium and prussic acid, the two most terrible poisons known in chemistry.—*Scientific American*.

Educational Meetings.

American Institute, at St. Albans, July 5, 6, 7, and 8.
Illinois (School Principals'), at Rockford, July 6 and 7.
Delaware, at Manhattan, June 21, 22, and 23.
Kentucky, at Elizabethtown, July 14, 15, and 16.
Minnesota, at Lake City, Aug. 15.
National Ed. Assn., at Atlanta, July 19, 20, and 21.
New York, at Saratoga, July 5, 6, and 7.
Missouri (Southeast), at Salem, Aug. 16, 17, and 18.
Pennsylvania, at Washington, July 26, 27, and 28.
Ohio, at Put in Bay, June 28, 29, and 30.
Texas, at Corsicana, July 5.
Virginia, at Oceana View, July 5, and 6.
West Virginia, Morgantown, July 12, 13, and 14.
Georgia, at Atlanta, July 20, and 21.

The American Institute of Instruction.

The fifty-second annual meeting takes place at St. Albans, Vt., July 5th, 6th, 7th, and 8th, 1881. The principal features are:

On Tuesday, Lecture—Choice and use of books—M. H. Buckham, LL. D., Pres. University of Vermont.

On Wednesday, Political Education—Hon. J. W. Patterson, LL. D., Superintendent of Public Instruction for the State of New Hampshire. The Physical Geography of North America—Charles Carleton Coffin. How far do the Results of American Education Answer the Needs of America?—Mrs. Julia Ward Howe, of Boston. Lecture—The Relations of Education to Citizenship in a Republic—Hon. Albion W. Tourgee, LL. D., of North Carolina.

On Thursday, Methods and Results—J. O. Greenough, A. M., Principal of State Normal School, Providence, R. I. Means and Methods in Elementary Physics—I. J. Osburn, Teacher in the State Normal School, Salem, Mass. Jesus Christ the Model Teacher—Augustus D. Small, A. M., late Superintendent of schools, Salem, Mass. Education at the South—Hon. J. I. M. Curry, LL. D. Lecture—Landmarks of Sir Walter Scott—Wallace Bruce, Esq., Poughkeepsie, N. Y.

President Garfield has accepted an invitation to attend the Friday Afternoon meeting.

Prices for board to members at Welden House, 450 guests; American House, 75 guests; St. Albans House, 20 guests. All \$1.50 per day; at private houses at \$1.00.

Special round trip tickets. Portland, \$10.00; Concord, \$6.70; Brattleboro, \$6.25; Boston, \$8.00; Providence, \$9.00; Norwich, \$9.00; Hartford, \$8.90; New Haven \$10.10; New York City via Hudson River "Day Boat," \$10.00; via Citizens' Line, \$10.00; via People's Line, \$10.00; Norwich Line, \$10.00; via New York Central & Hudson River Railroad, \$12.00; via New York, New Haven & Hartford Railroad, via Springfield, \$12.00; Binghamton, \$13.75; Buffalo, \$17.00; Rochester, \$15.00; Syracuse, \$12.00; Utica, \$10.50; Saratoga, \$6.45; Buffalo, \$15.00; via Grand Trunk Railroad and Montreal.

Presence of the Teacher.

Longfellow, in Hyperion, quotes the Chinese proverb, "A single conversation across a table, with a wise man, is better than ten years' mere study with books." This assertion bears striking testimony to the superior effectiveness of oral instruction. We all know how readily the ideas and statements of an agreeable and forcible speaker are imbibed, and how tenaciously they are retained by the memory. All scholars declare that never had the populace of any city attained the degree of aesthetic and intellectual culture which distinguished the ancient Athenians, educated by the lectures of Socrates and Plato, the addresses of Demosthenes, Aeschines, etc.

The social instincts awakened under the moving tones of the voice, the vivid play of the features of the earnest and animated speaker, and the attention thus quickened, the mind "receives impressions like wax" and retains them like marble." How many facts and incidents have been indelibly impressed upon our memory, owing to our attention having been directed to them! How does it quicken the interest and deepen impressions to discuss our pursuits with another, or even simply to state to another our process of reasoning and our conclusions! But with children, the exercise of perception is so far in excess of that of any other faculty, and the reasoning powers are so feeble and undeveloped that the concentration of thought necessary to profound study, is extremely difficult. Hence, in their education, the teacher is the principal factor; the text-books are merely secondary. With the great majority of them, what they learn by private study is far less than what they learn by recitation.

The teacher must be earnest and animated. He must thoroughly understand the subject, and be able to present it in the most attractive manner possible. He should endeavor to discover how fully it is comprehended by the pupil; and all points that are not well understood, he should explain clearly and concisely. He should also embellish and illuminate the subject, when this is practicable, by gleanings from his general reading.—*Virginia Ed. Journal*.

Words are like living things: their first origin is lost in mystery; they pass through transformations strange and startling as those of insects; they grow into fullness of life, and then they die, often, like autumn leaves, beautiful in decay.

FOR THE SCHOLARS.

About Coins.

Every reader will have coins in his hands and will want to know all he can about them. We have coins of copper, nickel, silver and gold. It is believed that coin was first made at Boston, Mass., in 1652, for England granted in that year leave to the colonies to make a certain amount; three-penny, six-penny and twelve-penny coins were then made. In this country mints, as the manufactures of coin are called, are located at Philadelphia, New Orleans, San Francisco, Carson City and Denver. On the coins made at the branch mints the initial letter of the city is stamped—thus: the coins made at New Orleans have an O. on them below the eagle; those coined at San Francisco, an S.; those at Denver a D. and those at Carson City, C. C.

On American coins thirteen stars are found—to show the number of the original states. The motto "E Pluribus Unum" was first put on a copper medal struck in 1786; it was made at Newburg, N. Y., it is believed, for there was private mint there at that time. The government set up a mint about 1793.

There are Turkish coins occasionally seen. The Turks use the letter A. H. instead of A. D.—this means in the year of Higeria, or flight of Mahommed. The letters A. D. were not used until about the fourteenth century; the first coin using it was made in the reign of Edward VI and has 1544 on it. On all coins before they used the name of the king.

Of course much coin is lost and by this the government profits, for it costs the government about a cent and a quarter to make a nickel five cent piece, as nickel is worth about \$2.00 per pound. So if a nickel five cent piece is lost the government clears three and three quarter cents. It clears much more when greenbacks are burned.

But few persons know how cumbersome silver and copper are. The British government sent specie to Boston to pay the colonies for the expenses of the campaign against Louisburg and it weighed twenty tons. The value was about \$900,000; thirty-five two horse wagons were needed to carry it from the ship of war to the treasury; it filled 215 chests.—*Scholar's Companion*.

Cousin Alice in Virginia.

A short time before the last COMPANION came out, Cousin Alice and the Editor made a trip to Richmond by the Old Dominion Line. The steamship *Richmond* left New York in the afternoon, and as soon as it left the dock Cousin Alice made an exploring tour, and found that 500,000 pounds of cargo were in the hold, and over a hundred emigrants in the steerage; a very pleasant Captain (Stevens) occupied the pilot-house. At six o'clock the waiters pulled out some extension tables, that were in the cabin, and fastened them to the floor. Then blankets were laid on the tables, and over these the table-cloths. The object of the blankets Cousin Alice soon found was to keep the dishes from rolling off, for the ship began to rock.

The next morning racks were placed on the breakfast table to hold the dishes better, and a number of people did not appear at breakfast. Towards three in the afternoon Cape Charles and Cape Henry and the islands of Rip-raps and Fortress Monroe came in sight. This last was quite an important place in war times. Norfolk is directly opposite, and in walking through the streets, Cousin Alice saw the city hospital, a church built in 1781, with a common hall in one side, and the cotton exchange, and the press where the huge bales of cotton are pressed in a half-second to one-third their size. Norfolk is next to New Orleans the greatest cotton market in the United States, Cousin Alice was told.

Going up the James River the next day, the dark clay color of the water attracted my attention. Scattered along the shore were peach trees in bloom, the only bright thing among the foliage. The colored men living along shore were out in row boats, fishing for shad, and they seemed to enjoy the swells which the *Richmond* left behind her. Just before the capital of Virginia was reached, the grave of Pocahontas was pointed out, and the ruins of the old church at Jamestown.

In Richmond Cousin Alice saw the famous Libby Prison, a two story brick store-house, only distinguished from other buildings by iron bars at all of the windows. On Sunday I sat in the church in which the news of the approach of the Yankees was brought to Jeff Davis. The Capitol with its Senate and legislative rooms, in which were some interesting paintings—one large one of the battle of Yorktown—and the statues in the park were examined by Cousin Alice, who enjoyed her sight of famous Virginia—"the mother of the Presidents."—*Scholar's Companion*.

The Catacombs.

Not far from the city of Rome are vast subterranean chambers, dug in the soft rock. These are long, narrow galleries about eight feet in height and five feet wide. In some places these passages expand into lofty, vaulted chambers. It was a beautiful day in April that I went out on the Appia Via (Appian Road), and reached the place of descent. Our guide had lanterns ready and we were soon in dense darkness under the ground. We wander on through the endless passages, stopping to look at the slabs of marble that show where a tomb is placed.

There are six hundred miles of these narrow lanes; it is a city of houses and streets of the dead. Bosio spent thirty years in studying them; he has copied a vast number of the inscriptions found on the tablets over the tombs.

The Romans burned their dead and kept the ashes in urns in their houses. The Jews who lived in Rome followed the practice of burying in tombs cut in rocks—their old custom. Some of the tombs are expensively and beautifully adorned. In the eight century the Lombards destroyed many of the catacombs and others are fallen in, so that the whole have never been explored.

In after years when the persecutions set in, the catacombs were used as hiding places; here many of the martyrs were buried; in after years their bones were removed by the popes and buried in the churches.

We pass the tomb of Diogenes the Fossor; it is very elaborate. He was apparently a grave-digger and made preparation for his own burial, "Diogenes-Fossor-in-pace-depositus," is the inscription. Over many tombs "In-pace" is found; in peace in the grave is glorious; in peace in spite of persecutions.

In many of the tombs cups have been found which are supposed to have contained spices or perfumes to counteract the odors of the grave. In the grave of a child a clay doll was found. The custom of burying the playthings in the grave is usual in Italy and France at the present time. It is the mother's heart that dictates this; as though the little one would want something to abate the loneliness of the tomb.—*Scholar's Companion*.

The Magic Hat and Wand.

This game is one that requires several accomplices, and in proportion to the mystery that is shrouded about it, will be the pleasure that may be enjoyed. The one who starts it says, "I will now show that you may communicate with another person by means of two magic caps."

He then instructs in a mysterious manner one beside himself, and cautions him to keep the secret, which is this—To listen to the conversation and determine the speaker by his voice. The performer should fit up a tall paper cap for himself of some color, and one of a similar kind, but different color for his confederate. One is wizard and the other dervish. The wizard should also have a wand; both hat and wand are explained to have magic properties, and these he should declare he will prove.

"I will now blindfold the eyes of my dervish, and yet he will tell whom I shall touch with the magic wand." The dervish is in the secret, and listens to the conversation which the wizard starts up with the rest. The latter at last commands, "Silence, I can feel the currents of electricity in my magic hat." He then touches several with his wand, saying, "The magic wand moves," at each touch. Then he touches the one who spoke last before he commanded silence, and says, "The magic wand rests. On whom does it rest? The confederate can easily give the name."

The success depends much on the mysterious movements of the wizard and dervish. If these be well managed, the attention will be drawn from the real means by which the information is conveyed. The mystification may be kept up for a long time and much amusement obtained.—*Scholar's Companion*.

One of the Fine Arts.

Emerson says of good behavior that "It is the finest of the fine arts." Now who would not possess this fine art? It costs no money and can belong to any one who is thoughtful for the comfort of others and courteous on all occasions. That is what makes the gentleman. A little book called "Practical Etiquette" has just been published in Chicago, and in it are some hints which should be observed by every one who desires to possess good manners.

To whisper and laugh during any public entertainment, proclaims one's ill-breeding and invades the rights of others.

One ought never to leave the house after an evening's entertainment without bidding the hostess good-night, and acknowledging the pleasure the evening has afforded.

Slight inaccuracies in statements should not be corrected in the presence of others.

To indulge in ridicule, whether the subject be present or absent, is to descend below the level of gentlemanly propriety.

Members of the same family should never differ in public.

Interruption of the speech of others is a great sin against good breeding.

To listen well is almost as great an art as to talk well. One must not only give perfect attention, but endeavor to seem interested and never show impatience at the length of the conversation.

The great secret of talking well is to adapt one's conversation skillfully to the hearers.

One should never try to hide the lips in talking by putting up the hand or fan.

One should avoid long conversations in society with the members of his own family.

If a conversation is carried on after the entrance of a visitor, its import should be explained to him.—*Scholar's Companion*.

What Will You Be?

We see two boys standing side by side, both are intelligent-looking and kind-looking; but one becomes an idle, shiftless fellow, and the other an influential and useful man. Perhaps when they were boys no one could have seen much difference between them; when they were men the contrast was marked. One became dissolute step by step; the other became virtuous step by step; as one went up the other went down.

It is a question of great moment—What will you be? One determines he will do right and improve his powers and opportunities to the utmost. He is industrious, learns his business, becomes a partner, or proprietor, and is known as a man of influence and power. Another does not determine to be bad, but is lazy and neglects to improve his opportunities. He shirks work; he "fools around;" next he is seen with tobacco and probably beer and whiskey follow; his appearance shows he is unhealthy; he does not do his work well, he loses his position and becomes intemperate and probably a criminal.

There are many to-day who are standing at the parting-place. You can take one path and you will go down as sure as the sun rises. If you prefer to hang around a saloon to reading good books at home, then you are on the road to ruin. If you do not obey your parents, if you run away from school, if you lie, if you swear, you will surely go down in life.

If a boy steadily improves his time, tries to learn his business, obeys his father and mother, is truthful and industrious, is respectful and pleasing towards others, he will succeed. No one can stop his doing well in life. He has determined that he will be a noble specimen of a man, and every good person will help him.—*Scholar's Companion*.

NEVER hold any one by the button or the hand in order to be heard out; for if people are unwilling to hear you, you had better hold your tongue than them.—CHESTERFIELD.

At a meeting of the Board of managers of the New York Teachers Association held the 21st inst. Mr. J. T. Boyle was re-elected President. The Board voted that a Committee of eight to be appointed by the President, should be sent to represent the Association in the coming convention of the State Teachers Association to be held at Saratoga, July 5th, 6th, and 7th.

The Summer Institute of the Ohio Central Normal School, at Worthington, Ohio, under direction of Prof. John Ogden, will open with full corps of instructors, June 27, 1881, and continue four weeks. In addition to the regular course of instruction and Practice, and the customary reviews of the common and higher branches, Prof. G. S. Harter, of Sidney, Ohio, will give two courses of lectures, one in Experimental Physics, and the other in Chemistry, illustrating these subjects with suitable apparatus, for the benefit of teachers without additional charge. The tuition for all courses is only \$1 per week.

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BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

LEAFLETS FROM STANDARD AUTHORS. Longfellow. Poems and prose passages from the works of H. W. Longfellow. For homes, libraries and schools. Compiled by Josephine E. Hodgdon. Illustrated. Boston: Houghton, Mifflin & Co. Price fifty cents.

This is another step in a good cause—that of furnishing suitable supplementary reading for our schools. The elegant and tasteful manner in which these leaflets are gotten up and the skill with which the selections are made entitle them to our warmest praise. The earnest teacher will find in them a mine of good and can use them in a number of different ways.

1. They may be used for sight-reading and silent reading.

2. They may be employed for analysis of the author's meaning and language, which may well be made a prominent feature of the reading lesson, as it is the best preparation for a proper rendering of the passages given.

3. They may be distributed, that each pupil may spend any spare time in choosing his own favorite selection. This may afterwards be used, as its character or the pupil's inclination suggests, for sentiment, essay, reading, recitation or declamation.

4. Mr. Longfellow's method, as mentioned in the sketch accompanying his poems, in this series of Leaflets, may be profitably followed, as it will promote a helpful interplay of thought between teacher and pupils, and lead unconsciously to a love and understanding of good authors.

5. Short quotations may be given in an answer to the daily roll call.

6. Some of the selections are especially adapted to responsive and chorus class reading.

7. The lyrical poems can be sung to some familiar tunes.

8. The sketch which will be found with each series may serve as the foundation for essays on the author's life and works.

9. The illustrations may be employed as subjects for language lessons, thus cultivating the powers of observation and expression.

All these methods combined may be made to give pleasure to the pupils' friends and make it feasible to entertain them oftener than is now the custom, thus creating an interest in the school and a sympathy with the author whose works are the subjects of study.

A package of the Leaflets contains two sets, one of which is bound for the teacher's use. Each set is finely illustrated with portrait and sketches of Longfellow and his home.

THE LADIES OF THE WHITE HOUSE, or in the Home of the Presidents. Being a complete history of the social and domestic lives of the Presidents, from Washington to Garfield, 1789—1881. By Laura O. Hollo-way. With numerous engravings on wood and steel. Philadelphia: Bradley & Co.

In looking through this exceedingly interesting volume we find that the author has done her work well and given the first really complete record of the social life at the White House. She has gathered her information from its source, and presented it in an entertaining and pleasant form. While the lives of the Presidents have been told many times by enthusiastic friends and historians, the wives of the Presidents who have exercised an interest only second to their husbands, have been neglected.

This volume does away with that reproach to our White House ladies, and is an agreeable addition to our national literature. The portraits which are distributed through the book add greatly to its value.

THE PERSIAN QUEEN. By Rev. Edward P. Thwing. No. 63, Standard Series. Octavo form. Price, 10 cents. New York: I. K. Funk & Co., Publishers.

Pictures always attract, whether from the painter's easel or the author's pen. Prof. Thwing is a natural rhetorician and has had long experience as teacher as well as preacher. He has collected a few of some of his most vivid sketches of a historical and biographical character, with brief monographs which mirror social and civic life, all of which glow with his wonted fervor of style, while they impart a healthful moral stimulus to character. Ancient art and Oriental beauty, apt quotation and felicitous smiles, make this brochure a capital handbook for the student or instructor, the parent or preacher. It is an admirable work for circulation in school or parish among young and old, conveying truth in alluring forms and with a graphic power that will fasten itself on the mind where abstract statements are forgotten.

THE SALON OF MADAME NECKER. Vol. III. Translated from the French by Mary Stuart Smith. No. 64, Standard Series. Quarto form. Price, 15 cents. New York: I. K. Funk & Co., Publishers.

Madame Necker, as is well known, was the mother of Madame de Staël. In this volume we have most interesting reminiscences of the early life of the daughter, and much about the social life in France which preceded the bloody Reign of Terror. It is an exceedingly interesting book.

POETRY FOR CHILDREN. Edited by Samuel Eliot. Authorized for use in the public schools. Boston: Houghton, Mifflin & Co.

SIX POPULAR TALES. Two series selected and arranged by Henry Cabot Lodge. Same publishers.

SIX STORIES FROM THE ARABIAN NIGHTS. Edited by Samuel Eliot. Same publishers.

These books are designed for supplementary reading and have been noticed before in our columns. The change of publishers—from Lee & Shepard, to Houghton, Mifflin & Co—give us the opportunity to again call attention to their fitness for schoolreading or home entertainment. The book of poetry is bound in a neat and convenient form, the illustrations are charming and the selections well made, embracing the poems adapted to youth, of the best writers of all time. Any child would be pleased to own the book and with a little encouragement would commit to memory different poems.

The stories from the "Arabian Nights" are Sinbad the Sailor, Forty Thieves, Aladdin, Prince Alured, Three Sisters and the Fisherman. In the present form they will continue to do their work of delighting and amusing children.

The first series of Six Popular Tales contains Jack the Giant Killer, Jack and the Bean Stalk, Little Red Riding Hood, Puss in Boots, Sleeping Beauty and Cinderella. The second series gives Bluebeard, Hop-o-my-Thumb, Beauty and the Beast, Princess and the Nut, Fortunatus and Dick Whittington. Illustrations are scattered throughout and add to the interest, which to these well known stories is assured.

JOURNAL OF A FARMER'S DAUGHTER. By Elaine Goodale. New York: G. P. Putnam's Sons.

Those who have watched the progress of this child-poet, from her early poems to this,

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her first book in prose, will wonder at the extraordinary power she has of poetical description. Farm-life is pictured in rose-colors by this cultured country girl, and many persons will see the beauties of nature in a new light, while looking at them through her eyes.

MAGAZINES.

The *Atlantic* for July has a fine list of contributors on its cover—Edgar Poe, Sarah O. Jewett, Henry James, Jr., John Fiske, Elizabeth S. Phelps, Charles Eliot Norton, John G. Whittier, M. A. Dodge, Miss Phelps' story "Friends: a Duet," is completed and a serial by W. D. Howells announced for the August number.

The interesting papers on the "Younger Painters of America" in *Scribner's* close with the July number, and copies of paintings by John S. Sargent, George W. Maynard, Louis C. Tiffany, Douglas Volk, Maria R. Oakley, L. W. Whitman, Helen M. Knowlton, and Mary S. Cassatt. The writer of these papers also contributes a description of the "Decoration in the Seventh Regiment Armory." The illustrated descriptive articles are "The Sea Horse," "A Day in the Marsh," and "The Levees of the Mississippi." The departments are unusually full and entertaining.

Good Company for May is yet on our table and we call attention to Lieutenant Schwatka's paper on the "Land of the Midnight Sun," which gives his late experience in the Arctic region. Rebecca Harding Davis contributes a cleverly written story about "David Conn and His Wife."

Of the six beautifully illustrated articles in the July *Harper's*, which shall we mention first? Mrs. Champney takes her readers to Oporto in the second paper on "A Neglected Corner of Europe," the visitors to the White Mountains will gladly read Mr. Drake's continuation of this paper on this summer resort, which Mr. Gibson has so charmingly illustrated; Mr. T. B. Aldrich shows himself in new colors in "A Day in Africa;" the every day life of the Governor general of Canada makes an entertaining article and the rest of the material is equally readable and suited to the season.

The July number of the *North American Review* bears the usual characteristic of timeliness. Carl Schurz leads off with a suggestive paper on "Present Aspects of the Indian Problem," in which he discusses the Indian obstacle in the way of the country's development, the harmonizing of the habits, occupations and interests of the red men, the necessity of educating their youth, the making of the men themselves small land proprietors, and the offering of inducements to them to sell for a fair compensation the lands they do not cultivate. Next a caustic writer gives the views of "A Yankee Farmer" on "The Religious Conflicts of the Age," to the discomfiture of the modern Agnostic, Moralist and Evolutionist. Another trenchant article is "The Power of Plunder," by James Parton, which appeals to the sons of our men of character and wealth, on patriotic grounds, to enter into politics, and become the safe-

guards of their country against rings and bosses. Mr. Henry George dwells on "The Common Sense of Taxation." "The Cost of Cruelty" is presented by Mr. Henry Bergh, and "A Study of Tennyson" comes from the pen of Mr. Richard Henry Stoddard.

The monthly appearance of the *Magasin of Art* is a rich treat for persons who have an interest in art, its progress, workers, etc. The June number gives on its frontispiece an engraving of H. Throncroft's statue, "Artemis," which was exhibited at the Royal Academy last year. The second paper on "Pictures of the Year" reproduces G. D. Leslie's "Hen and Chickens," W. E. Lockhart's "Durham" (full page), Phil Morris' "Queen's Shilling," and J. E. Christie's "Rose among the Thorns," which have been exhibited this spring. Mr. L. Lloyd writes upon "Pornic," and the illustrations are charming bits of work. There are two full-page pictures, each of which deserve framing, and some important articles—among them "Hints for a Sketching Club," and on "Famous Equestrian Statues."

The July *Wide Awake* opens with a "Story of a Horse-shoe," illustrated by L. B. Humphreys. There is a pretty "Song for a Birthday Boy" which must have been written by the Boy's mother, so tender and loving is it. Mary Densel has a spirit story of "The Academy Boat-race," which the boys in particular will enjoy. The special features of the number are "The Enchanted Tale of Banbury Cross," told in rhyme by Mary E. Wilkins, the continuation of Mary H. Catherwood's serial "Rocky Forks" under the title of "Sharon," a children's operetta called "Dragon Fly Day," and "Honor Bright" is continued under "Having His Own Way," by the author of "Roya Lowrie."

The illustrating in the July *Our Little Ones* is pretty evenly divided among Messrs Miller, Hayden, Snyder, Garrett, and Herrick, and is, of course, well done. The names of Kate T. Woods, M. D. Brine, Clara Doty Bates, F. A. Ober, Mary N. Prescott, and Mable Emery, among the contributors insure the interest of the reading matter.

NEW MUSIC.

Kunkel's Musical Review (St. Louis,) prints in its June number "Twilight Nourings," by E. F. Johnson, a Chopin waltz, and a song by C. Estabrook.

One of E. Grieg's sample compositions, "Album-leaf," is given in the June *Musical Herald*; also a child's song, "Morning Greeting in Winter," and a strong choral anthem by Vincent Novello.

Church's *Musical Visitor* gives three pieces of music in its June issue, but none are of unusual merit. The reading matter is especially interesting, and we notice the accession of James R. Murray to the editorial success as chief.

The *Young Folks' Musical Monthly* for June has some excellent selections—a song by Pinsuti and instrumental pieces by Jungmann, Lange and others.

Goulland's *Monthly Journal* for June contains four pieces of music, one a very pretty Nocturne, by A. E. Warren.

The Nebraska legislature has passed a stringent license law. Among its provisions are a license fee of \$1,000 per year for each saloon in cities of 10,000 people, and \$500 in cities of less than 10,000 inhabitants; the saloon keeper must give a bond of \$5,000, and must present a petition signed by thirty freeholders before he can obtain a license; no bondsman can go upon more than one bond; no liquor can be given away; no screens are to be permitted over windows or doors; druggists do not have to take a license but have to keep a faithful account of all sales.

Prof. S. P. Langley believes that a much greater amount of heat is poured upon the earth by the sun than is generally supposed; that the maximum of heat previous to the atmospheric absorption is nearer the violet rays than the red; and that it all the rays of the sun reached the eye, it would receive a sensation of blue rather than of white. Our atmosphere, which we are accustomed to regard as transparent, acts according to his view, in reality as a strongly colored medium.

The June issue of the *Little Folks' Reader* will keep many a small child happy with its pretty pictures and easy stories.

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Cyclones.

Several hurricanes swept over parts of Iowa, Missouri and Kansas on the 11th and 12th inst. The one which occurred near Des Moines was first felt about six miles east of that city. It moved from the southwest to the northeast in funnel shape and with fearful velocity and noise. It came down from Minnesota, following the Des Moines Valley through the State and swinging to southwest in Missouri. Along its whole track there is great destruction of property from wind and hail. Farm houses were demolished, grain broken down and fruit trees destroyed.

The Kansas cyclone was also terrific two miles northwest of Olivet. A family watched the cyclone as it approached them and finally retreated to the cellar, expecting the storm would pass over them, but just as it was about to pass the wind caught up the house, whirled it around in the air and threw it back upon its foundation in a perfect mass of ruins. The cellar was filled with debris, but the family of five people escaped with slight injuries. A horse was lifted out of the stable and carried over a high hill and dashed upon the ground in a cornfield one mile away. Cattle were lifted from the ground, carried into the air and torn to pieces. Trees were torn out of the ground by hundreds.

In Missouri, a similar cyclone wrought terrible havoc. The cyclone had its beginning about two miles south of Rosendale. It gathered force as it came on, assuming serpentine shape, covering a track varying from 200 feet to a fourth of a mile in width, and sweeping everything clear in its path. It was seen fully an hour before it reached here. Houses, stock, trees, shrubbery and even grass bent and were demolished in its path. The whole track was laid in a desert waste by its furious strides, and the whole territory was strewn with fragments of timber, houses and domestic articles. While the cyclone lasted the air was filled with material objects, and men were picked up bodily, thrown seventy-five feet in the air and landed a quarter of a mile away.

Hardly had this cyclone passed when, slowly rising from the south, about four miles distant, could be discovered another fully as large as the first, that only spent its fury after a full hour's duration. It took everything in its path, carrying destruction as it sped on. Outhouses and barns, stock and every object in its way fell prostrate at its mercy. It took an almost due east direction, being in its course much like that of the former, and must have taken in as much territory as did the first one.

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Education for May and June has come to hand. Mr. Bicknell deserves thanks for the admirable magazine he furnishes the educational public. It has a creditable look, at once solid and complete. We are not ashamed to have such a volume go abroad. The table of articles covers a wide field, and the subjects are treated in a manner both instructive and exhaustive.

Profitable Patients.

The most wonderful and marvelous success in cases where persons are sick or wasting away from a condition of miserableness that no one knows what ails them, (profitable patients for doctors) is obtained by the use of Hop Bitters. They begin to cure from the first dose and keep it up until perfect health and strength is restored. Whoever is afflicted in this way need not suffer, when they can get Hop Bitters.—Cincinnati Star.

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Vermont.

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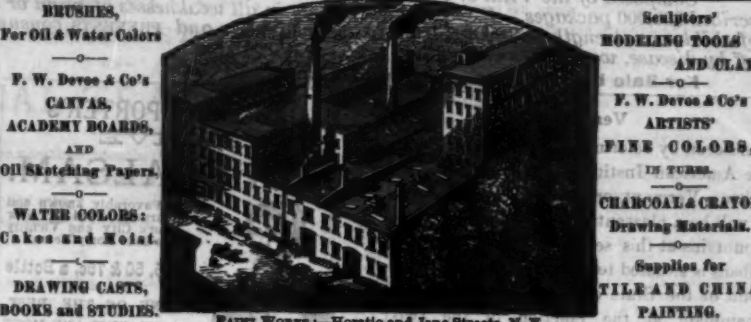
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THE PERSIAN QUEEN. By Rev. Edward P. Thwing. No. 63, Standard Series. Octavo form. Price, 10 cents. New York: I. K. Funk & Co., Publishers.

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These books are designed for supplementary reading and have been noticed before in our columns. The change of publishers—from Lee & Shepard, to Houghton, Mifflin & Co—give us the opportunity to again call attention to their fitness for schoolreading or home entertainment. The book of poetry is bound in a neat and convenient form, the illustrations are charming and the selections well made, embracing the poems adapted to youth, of the best writers of all time. Any child would be pleased to own the book and with a little encouragement would commit to memory different poems.

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JOURNAL OF A FARMER'S DAUGHTER. By Elaine Goodale. New York: G. P. Putnam's Sons.

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MAGAZINES.

The *Atlantic* for July has a fine list of contributors on its cover—Edgar Fawcett, Sarah O. Jewett, Henry James, Jr., John Fiske, Elizabeth S. Phelps, Charles Eliot Norton, John G. Whittier, M. A. Dodge, Miss Phelps' story "Friends: a Duet," is completed and a serial by W. D. Howells announced for the August number.

The interesting papers on the "Younger Painters of America" in *Scribner's* close with the July number, and copies of paintings by John S. Sargent, George W. Maynard, Louis O. Tiffany, Douglas Volk, Maria R. Oakley, L. W. Whitman, Helen M. Knowlton, and Mary S. Cassatt. The writer of these papers also contributes a description of the "Decoration in the Seventh Regiment Armory." The illustrated descriptive articles are "The Sea Horse," "A Day in the Marsh," and "The Levees of the Mississippi." The departments are unusually full and entertaining.

Good Company for May is yet on our table and we call attention to Lieutenant Schwatka's paper on the "Land of the Midnight Sun," which gives his late experience in the Arctic region. Rebecca Harding Davis contributes a cleverly written story about "David Conn and His Wife."

Of the six beautifully illustrated articles in the July *Harper's*, which shall we mention first? Mrs. Champney takes her readers to Oporto in the second paper on "A Neglected Corner of Europe," the visitors to the White Mountains will gladly read Mr. Drake's continuation of this paper on this summer resort, which Mr. Gibson has so charmingly illustrated; Mr. T. B. Aldrich shows himself in new colors in "A Day in Africa;" the every day life of the Governor general of Canada makes an entertaining article and the rest of the material is equally readable and suited to the season.

The July number of the *North American Review* bears the usual characteristic of timeliness. Carl Schurz leads off with a suggestive paper on "Present Aspects of the Indian Problem," in which he discusses the Indian obstacle in the way of the country's development, the harmonizing of the habits, occupations and interests of the red men, the necessity of educating their youth, the making of the men themselves small land proprietors, and the offering of inducements to them to sell for a fair compensation the lands they do not cultivate. Next a caustic writer gives the views of "A Yankee Farmer" on "The Religious Conflicts of the Age," to the discomfiture of the modern Agnostic, Moralist and Evolutionist. Another trenchant article is "The Power of Plunder," by James Parton, which appeals to the sons of our men of character and wealth, on patriotic grounds, to enter into politics, and become the safe-

guards of their country against rings and bosses. Mr. Henry George dwells on "The Common Sense of Taxation." "The Cost of Cruelty" is presented by Mr. Henry Bargh, and "A Study of Tennyson" comes from the pen of Mr. Richard Henry Stoddard.

The monthly appearance of the *Magazine of Art* is a rich treat for persons who have an interest in art, its progress, workers, etc. The June number gives on its frontispiece an engraving of H. Throncroft's statue, "Artemis," which was exhibited at the Royal Academy last year. The second paper on "Pictures of the Year" reproduces G. D. Leslie's "Hen and Chickens," W. E. Lockhart's "Durham" (full page), Phil Morris' "Queen's Shilling," and J. E. Christie's "Rose among the Thorns," which have been exhibited this spring. Mr. L. Lloyd writes upon "Pornic," and the illustrations are charming bits of work. There are two full-page pictures, each of which deserve framing, and some important articles—among them "Hints for a Sketching Club," and on "Famous Equestrian Statues."

The *July Wide Awakes* opens with a "Story of a Horse-shoe," illustrated by L. B. Humphreys. There is a pretty "Song for a Birthday Boy" which must have been written by the Boy's mother, so tender and loving is it. Mary Densel has a spirit story of "The Academy Boat-race," which the boys in particular will enjoy. The special features of the number are "The Enchanted Tale of Banbury Cross," told in rhyme by Mary E. Wilkins, the continuation of Mary H. Catherwood's serial "Rocky Forks" under the title of "Sharon," a children's operetta called "Dragon Fly Day," and "Honor Bright" is continued under "Having His Own Way," by the author of "Rosa Lowrie."

* The illustrating in the July *Our Little Ones* is pretty evenly divided among Messrs. Miller, Hayden, Soyder, Garrett, and Herick, and is, of course, well done. The names of Kate T. Woods, M. D. Brine, Clara Doty Bates, F. A. Ober, Mary N. Prescott, and Mable Emery, among the contributors insure the interest of the reading matter.

NEW MUSIC.

Kunkel's Musical Review (St. Louis) prints in its June number "Twilight Nourings," by E. F. Johnson, a Chopin waltz, and a song by C. Estabrook.

One of E. Grieg's sample compositions, "Album-leaf," is given in the June *Musical Herald*; also a child's song, "Morning Greeting in Winter," and a strong choral anthem by Vincent Novello.

Church's Musical Visitor gives three pieces of music in its June issue, but none are of unusual merit. The reading matter is especially interesting, and we notice the accession of James R. Murray to the editorial success as chief.

The *Young Folks' Musical Monthly* for June has some excellent selections—a song by Pinauti and instrumental pieces by Jungmann, Lange and others.

Goulland's *Monthly Journal* for June contains four pieces of music, one a very pretty Nocturne, by A. E. Warren.

The Nebraska legislature has passed a stringent license law. Among its provisions are a license fee of \$1,000 per year for each saloon in cities of 10,000 people, and \$500 in cities of less than 10,000 inhabitants; the saloon keeper must give a bond of \$5,000 and must present a petition signed by thirty freeholders before he can obtain a license; no bondsmen can go upon more than one bond; no liquor can be given away; no screens are to be permitted over windows or doors; druggists do not have to take a license but have to keep a faithful account of all sales.

Prof. S. P. Langley believes that a much greater amount of heat is poured upon the earth by the sun than is generally supposed; that the maximum of heat previous to the atmospheric absorption is nearer the violet rays than the red; and that it all the rays of the sun reached the eye, it would receive a sensation of blue rather than of white. Our atmosphere, which we are accustomed to regard as transparent, acts according to his view, in reality as a strongly colored medium.

The June issue of the *Little Folks' Reader* will keep many a small child happy with its pretty pictures and easy stories.

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Cyclones.

Several hurricanes swept over parts of Iowa, Missouri and Kansas on the 11th and 12th inst. The one which occurred near Des Moines was first felt about six miles east of that city. It moved from the southwest to the northeast in funnel shape and with fearful velocity and noise. It came down from Minnesota, following the Des Moines Valley through the State and swinging to southwest in Missouri. Along its whole track there is great destruction of property from wind and hail. Farm houses were demolished, grain broken down and fruit trees destroyed.

The Kansas cyclone was also terrific two miles northwest of Olivet. A family watched the cyclone as it approached them and finally retreated to the cellar, expecting the storm would pass over them, but just as it was about to pass the wind caught up the house, whirled it around in the air and threw it back upon its foundation in a perfect mass of ruins. The cellar was filled with debris, but the family of five people escaped with slight injuries. A horse was lifted out of the stable and carried over a high hill and dashed upon the ground in a cornfield one mile away. Cattle were lifted from the ground, carried into the air and torn to pieces. Trees were torn out of the ground by hundreds.

In Missouri, a similar cyclone wrought terrible havoc. The cyclone had its beginning about two miles south of Rosendale. It gathered force as it came on, assuming serpentine shape, covering a track varying from 200 feet to a fourth of a mile in width, and sweeping everything clear in its path. It was seen fully an hour before it reached here. Houses, stock, trees, shrubbery and even grass bent and were demolished in its path. The whole track was laid in a desert waste by its furious strides, and the whole territory was strewn with fragments of timber, houses and domestic articles. While the cyclone lasted the air was filled with material objects, and men were picked up bodily, thrown seventy-five feet in the air and landed a quarter of a mile away.

Hardly had this cyclone passed when, slowly rising from the south, about four miles distant, could be discovered another fully as large as the first, that only spent its fury after a full hour's duration. It took everything in its path, carrying destruction as it sped on. Outhouses and barns, stock and every object in its way fell prostrate at its mercy. It took an almost due east direction, being in its course much like that of the former, and must have taken in as much territory as did the first one.

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Education for May and June has come to hand. Mr. Bicknell deserves thanks for the admirable magazine he furnishes the educational public. It has a creditable look, at once solid and complete. We are not ashamed to have such a volume go abroad. The table of articles covers a wide field, and the subjects are treated in a manner both instructive and exhaustive.

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Vermont.

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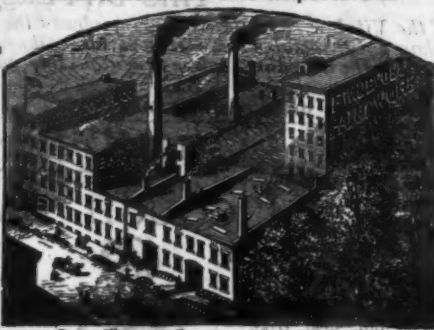
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